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ABSTRACT

The document is the third in a series of reports on progress in implementing P.L. 94-142, the Education for All Handicapped Children Act. Six chapters each address a particular question regarding implementation. Chapter 1 investigates the numbers and types of handicapped children being provided special education and related services, and examines progress in extending a "free appropriate public education" to every handicapped child. Chapter 2 focuses on implementation of P.L. 94-142's least restrictive environment requirement and looks at the settings in which handicapped children are being served. A third chapter describes the characteristics and content of individualized education programs as well as the status of service providers. Chapter 4 considers consequences at the local school district level as described by a series of BEH--Bureau of Education for the Handicapped (now the Office of Special Education--initiated case studies. Chapter 5 discusses federal and state administration of P.L. 94-142, while a final chapter looks at the extent to which the intent of the Act is being met. Appended are a paper titled "Evaluation of the Education for All Handicapped Children Act, P.L. 94-142:" a report on special studies efforts through fiscal year 1979: data notes and study reviews from BEH; and tables with statistical data. (SB)

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"TO ASSURE THE FREE APPROPRIATE PUBLIC EDUCATION OF ALL HANDICAPPED CHILDREN" *Public Law 94-142, Section 618*

Second Annual Report to Congress on the Implementation of Public Law 94-142: The Education for All Handicapped Children Act

PREPARED BY THE
STATE PROGRAM IMPLEMENTATION STUDIES BRANCH
OF THE OFFICE OF SPECIAL EDUCATION
(FORMERLY, THE BUREAU OF EDUCATION
FOR THE HANDICAPPED, U.S. OFFICE OF EDUCATION)

1980

EC133577

U.S. Department of Education
Shirley M. Hufstedler, Secretary

U.S. Office of Special Education and Rehabilitative Services
Edwin W. Martin, Assistant Secretary

Foreword

In passing the Education for All Handicapped Children Act the Congress provided that an annual report be made on progress in implementing the Act. In January 1979 the first report was published, and in July a semiannual update was provided to the Appropriations Committee of the House of Representatives. This report, the second annual report, is then the third in the series.

The reports are based on various sources of information, including a series of studies conducted by nongovernmental observers, information and materials gathered by the Bureau's staff as they monitor the States' compliance with the Act, and occasional reports from other sources such as a Service Delivery Assessment conducted by HEW's Office of the Inspector General.

We have used outside research agencies to provide us with more than just statistical surveys, although we value such information and, in fact, have commissioned a national sampling of individualized education programs. In addition, however, we have asked for case studies, detailed analyses of how communities are actually progressing in implementing the Act from year to year, and for studies of the impact of these implementation efforts on families.

From this type of information it is clear that the Act is working. More children than ever before are profiting from special education. More parents are directly and positively involved in their child's schooling. Every district sampled has made changes in its programs and procedures which are designed to improve the quality of special education for children, as well as to expand the numbers of children served. New services are being provided -- free transportation, physical and occupational therapy -- and new opportunities for participation in education programs with nonhandicapped children have been created.

In these reports we have also presented information about problems as well as successes. We have reported on teacher concerns and on-site visits

which have uncovered a variety of problems, and this report will be no exception. There are problems: some children are unserved, some parents are not participating as fully as they should in the education process, some school districts are pressed to offer more services than they feel they can afford, and so on. Where these problems have been identified we have tried to provide some information on how the Bureau will seek to resolve them.

We are optimistic about the ultimate success of this Act that has so profoundly altered practices which have resulted in years of neglect and substandard treatment of the handicapped. This optimism is not because the national Act is the answer to all problems, but because it is part of a pattern of State laws in 49 States directed at the same ends, because it works in concert with Federal and State court orders affirming the rights of handicapped children to an appropriate education, and, most importantly, because our experiences as well as our studies indicate that the value systems of Americans in every community support its purposes. While there is recognition that implementation causes problems and occasional outspoken frustrations, there is also a recognition that the fundamental concern for the individual in the United States is integral to our sense of national identity and our sense of fair play.

Edwin W. Martin
Deputy Commissioner
Bureau of Education
for the Handicapped

Preface

Several major events have followed the development of this second annual report to the Congress on progress in implementation of Public Law 94-142. First, the Department of Education was established with the Honorable Shirley M. Hufstedler as its first Secretary. Edwin W. Martin, formerly Deputy Commissioner of the Bureau of Education for the Handicapped, was appointed Assistant Secretary of the new Office of Special Education and Rehabilitative Services. Additionally, a major report was released by the Education Advocates Coalition on Federal compliance activities to implement the Education for All Handicapped Children Act. The Secretary's response to the report's findings was to establish a Task Force on Equal Education Opportunity for Handicapped Children. The Task Force is addressing four major areas: data collection, enforcement, policy development, and technical assistance. An issue cutting across these four areas is coordination between the Office of Special Education and the Office for Civil Rights. As most schools are subject to similar regulatory requirements under both P.L. 94-142 and Section 504 of the Rehabilitation Act of 1973, there has been potential for duplication of effort and inconsistent enforcement. The formation of the Department and the activities of the Task Force substantially increase coordination of enforcement of the two statutes. The final report of the Task Force will be submitted to the Secretary about September 30, 1980, and will be a subject for the third annual report to the Congress on P.L. 94-142 implementation.

Given that this second report was developed prior to the Education Department's formation, references to the Bureau of Education for the Handicapped and the Deputy Commissioner have been maintained. In general, the report focuses on the 1977-1978 and 1978-1979 school years. Its contents include information provided by States in their Fiscal Year 1979 Annual Program Plans and gathered by members of the Bureau staff of the Division of Assistance to States during their 1978-1979 monitoring activities.

The report also includes information concerning technical assistance activities conducted through the Division of Media Services, training activities supported through the Division of Personnel Preparation, research and model demonstration projects supported through the Division of Innovation and Development, and interagency coordination efforts conducted through the Office of the Deputy Commissioner. Additionally, this report is based on a series of studies conducted by nongovernmental observers, and occasional reports from other sources such as HEW's Office of the Inspector General. This wide array of information has been organized around six questions which constitute the evaluation plan for P.L. 94-142 as well as the six chapters of this report.

The responsibility for preparing this report was assigned to the State Program Implementation Studies Branch, headed by Linda Morra, in the Division of Innovation and Development. Contributions to this report have come from Louis Danielson and Linda Morra, as well as other staff throughout the Bureau. The Bureau's Division of Media Services provided invaluable assistance in editing the report.

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Executive Summary

This is the third in a series of reports on progress in implementing P.L. 94-142, the Education for All Handicapped Children Act. The Act calls for annual reports to be delivered to the Congress, and in January 1979 the first report was presented. In July, a semiannual update was provided to the Appropriations Committee of the House of Representatives. This report is the second annual report but third in the series. Highlights of this report are organized by chapter.

Chapter 1. Are the Intended Beneficiaries Being Served?

This chapter investigates the numbers and types of handicapped children being provided special education and related services by the States and examines progress in extending a "free appropriate public education" to every handicapped child.

Progress to Date

- In school year 1979-80, over 4.03 million children ages 3 through 21 received special education and related services under programs supported by P.L. 94-142 and P.L. 89-313. The number of children served under P.L. 94-142 alone now surpasses 3.8 million.

- During the past year there was an increase of 117,000 in the number of handicapped children ages 3 through 21 served under P.L. 94-142 and P.L. 89-313, about 259,000 during the past two years, and nearly 328,000 since the first count, covering the 1976-77 school year. At the time of that first count, the States were providing special education and related services to 8.2 percent of children enrolled in public schools. That compares with 9.5 percent during the 1979-80 school year. Moreover,

this growth has occurred during the same period that public school enrollments in the United States declined by an estimated 6.2 percent, or by almost 2.78 million children.

- Between the 1978-79 and 1979-80 school years, 43 States reported increases in the number of handicapped children in their annual child count. Seven States plus the District of Columbia reported decreases. Although State-to-State differences continue in the percentage of school children identified as handicapped, the data indicate that the gap is closing. That is, those reporting the highest percentages of handicapped children are holding relatively constant, while the States reporting lower percentages of children are typically increasing their count.

- During school year 1979-80, about 232,000 handicapped children between the ages of 3 and 5 received special education and related services under P.L. 94-142. This represents an increase of about 16,900 (7.9 percent) over the previous year. P.L. 94-142 requires services to this age group unless provision of these services would conflict with a court order or State law or practice.

- During school year 1979-80, the number of handicapped students, age 18 through 21, being covered by P.L. 94-142 reached 124,500, - an increase of 22,400 (21.9 percent) from 1978-79. The P.L. 94-142 mandate to provide services to students in this age group (again except where in conflict with State law or practice, or a court order) does not become effective until September 1, 1980.

Remaining Challenges

- There is increasing evidence that significant numbers of unserved handicapped children are to be found in regular classrooms in the Nation's 16,000 school districts. No

information exists to show the extent to which this is true. BEH has therefore initiated a national survey (to be conducted during the 1980-81 school year) to focus on the nature and extent of waiting lists and on screening, referral, and assessment practices, and to identify and disseminate optimum practices. Meanwhile, through its Regional Resource Centers, the Bureau will provide technical assistance in child-find and evaluation practices to State and local agencies and conduct evaluations of referred children in localities where appraisal services are still in need of strengthening. Additionally, the Bureau is reviewing its monitoring procedures to determine if there is need to strengthen criteria for assessing the adequacy of child-identification procedures.

- On the average, the States are serving only 2.6 percent of the population between the ages of 3 and 5. Sixteen States mandate services for the full 3-5 year age range. An additional 22 States mandate services at 4 or 5, and the remaining 12 States meet the minimal requirement of mandating services at age 6. In order to increase and enhance State and local services to preschool handicapped children, P.L. 94-142 authorizes an additional incentive grant for each handicapped child between the ages of 3 and 5. In FY 1978, States received about $60 for each preschool child provided special education and related services, in addition to the average P.L. 94-142 allocation of $159 per child. The 1980 allocations are approximately $80 additional per child. The Bureau is also supporting the development of model demonstration programs for preschool handicapped children. Currently, 150 projects are developing, demonstrating, and training others in approaches for serving handicapped children from birth to age 8.

- On the average, the States are serving only 0.73 percent of their handicapped youngsters in the age group 18- through

-21, even though 30 States require services to students in general either up to or including age 21. Several factors beside the mandated service date help explain the overall low service rate: Some students graduate from high school and have no further need for P.L. 94-142 services, others leave school to enter community agency programs for which they become eligible at age 18, and still others leave when they reach the compulsory school age. In order to increase and enhance services to handicapped students from the ages of 18 through 21, the Bureau is funding model demonstration programs for handicapped students in this age group and is supporting curriculum development for secondary handicapped pupils. Additionally, BEH together with the Bureau of Occupational and Adult Education and the Rehabilitation Services Administration have been jointly working to facilitate the delivery of special education and vocational rehabilitation services to handicapped students. The Bureau is also using the participation rates of handicapped students in vocational education programs as a major factor in selecting States for 1980-81 compliance visits.

Chapter 2. In What Settings Are the Beneficiaries Being Served?

This chapter focuses on implementation of P.L. 94-142's least restrictive environment (LRE) requirement and investigates the settings in which handicapped children are being served.

Progress to Date

- Review of 1978 Annual Program Plans submitted by the States indicates that the LRE concept has been a focus of State attention and support. The Annual Program Plans contain LRE policy statements which generally use the same wording as P.L. 94-142. States emphasize the provision of a continuum of services, and about half of the States address the order in which options should be considered. A strong preference is usually expressed

for regular classroom placement and for consideration of regular school options rather than more restrictive placements.

- Approximately 94 percent of school-aged handicapped children received educational services in regular public schools during the 1977-78 school year as contrasted with the 92.6 percent that prevailed in the 1976-77 school year. During the same period, regular class placements increased from 67.8 percent to 69.3 percent. However, changes at these levels are not necessarily related to the implementation of LRE policies but may simply reflect an increasing proportion of mildly handicapped students (e.g., learning disabled children) being served.

- During the 1978-79 school year every school district examined in Bureau studies expanded placement options either by adding new programs or increasing the number of existing programs. Out-of-school placements tended to decrease as new public school programs were created.

- Other studies found that as implementation of P.L. 94-142 progressed during the 1978-79 school year, teacher anxieties about "mainstreaming" generally lessened. In some places, the teacher resistance anticipated by school officials did not materialize, particularly as it became clear that the Act did not really involve placing large numbers of severely handicapped students in regular classrooms.

- Case studies found that most parents of handicapped children embrace the idea of placing their children in less restrictive environments. They see mainstreamed settings as more appropriate because of the role and behavior models available, the efforts of school staff to accommodate the child, and the academic benefits of the mainstreaming experience. On the other hand, some parents view mainstreamed settings as resulting in social isolation of their children and

seek environments where they think their children may be more comfortable and accepted in addition to having their educational needs met.

Remaining Challenges

- Placement patterns by handicapping condition differ widely from State to State. One possible inference from this variability is that there well may be students who are not placed in the least restrictive environment. Additionally, case studies indicate that a certain number of local placement decisions continue to be based on the availability of a particular kind of service rather than on a child's need. As part of its monitoring responsibilities, the Bureau is now investigating such placement variation.

Chapter 3. What Services Are Being Provided?

This chapter describes the characteristics and content of individualized education programs (IEPs) as well as the status of service providers.

- The IEPs being written are functional. Virtually all (99 percent) include a statement of the specific educational services to be provided. Over 90 percent include one or more of the following basic pieces of information: present levels of educational performance, annual goals, and short-term objectives. Most of the Nation's schools -- at State or local option -- are electing to include nonmandated information: student descriptive information, such supporting information as assessment data and instructional strategies, and signatures of persons who have participated in the IEP process and approved the IEP. Almost one-half (47 percent) of the IEPs are three or fewer pages in length.

- About 63 percent of the IEPs of public school handicapped children indicate special education instruction will be provided in reading, and close to 46 percent indicate special

instruction in mathematics. The IEPs of preschool children more frequently indicate speech services and motor training. The IEPs of handicapped students in special schools, as compared with those in regular schools, more frequently specify special education services in such functional areas as social adaptation, self-help skills, and motor skills. Overall, services actually provided to handicapped children were found to match those called for in IEPs.

- The number of available special education teachers rose by 8.3 percent between 1976-77 and 1977-78, with the increase being especially noteworthy for teachers of learning disabled students. The number of support staff available increased over the same period by 13.2 percent.

- Increased numbers of new regular classroom teachers are being trained to work with handicapped children through 150 projects awarded to colleges of education.

- The major targets of State training and dissemination activities for school year 1978-79 were parents of handicapped children, followed by regular classroom teachers, special education teachers, and teacher aides and administrators.

Remaining Challenges

- Much more needs to be accomplished before P.L. 94-142 requirements for the contents of IEPs are met. In general, IEPs need particular improvement in specifying the extent of participation in regular education programs and providing proposed evaluation criteria for determining the extent to which short-term objectives are being achieved. Additionally, some confusion may exist regarding specific requirements of the Act. Many issues have surfaced concerning the provision of related services and the fact that certain services, such as physical education and vocational/prevocational education, are infrequently specified

in IEPs. The Bureau recently launched specific action to restate IEP requirements, provide clarification where indicated, and address new questions on IEP implementation. The Bureau has also taken steps to clarify policies concerning provision of mental health and catheterization services and the use of parents' insurance proceeds to pay for services. In their final form the documents setting forth these matters — clarifications of the P.L. 94-142 regulations -- will become basic instruments in monitoring compliance.

- While the number of available special education teachers rose by 8.3 percent from 1976-77 to 1977-78, the number of special education teachers needed still exceeded the number available. According to State projections, nearly 64,000 additional teachers were needed for school year 1978-79. Areas of largest need continue to be for teachers of emotionally disturbed, learning disabled, and mentally retarded children. Through the Bureau's Part VI-D discretionary grant program, about $14,530,000 will be awarded to institutions of higher education for the training of new special educators.

- Similarly, while the number of support staff available to provide related services increased by 13.2 percent from 1976-77 to 1977-78, State projections indicated that 52,000 such persons were still needed for school year 1978-79. The areas of largest need are teacher aides, psychologists, and diagnostic staff. The Bureau estimates that in school year 1979-80, some $5,664,000 from FY 1979 Part D funds will be awarded to prepare new support staff.

Chapter 4. What Are the Consequences of Implementing the Act?

This chapter focuses on consequences at the local school district level as described by a series of Bureau-initiated case studies.

Progress to Date

- In response to P.L. 94-142 provisions focused on the rights of handicapped children and their parents, many school districts adopted more formalized, comprehensive, and structured assessment procedures. An apparently unforeseen consequence of this formalization as well as increased child-find efforts was increased numbers of students having to wait for assessment to occur. In response to this problem, in 1978-79 some case study school districts were pursuing three major strategies: (1) more formal and stringent reviews of potential referrals; (2) redefinition of the duties of school psychologists, calling upon them to concentrate, for example, on testing; and (3) increased assessments conducted by teachers. Such strategies appear to have had at least some success in diminishing assessment backlogs, while still allowing for comprehensive child assessments.

- According to national survey findings, an average of four persons participated in developing a child's IEP. School principals and special education teachers or therapists were typically among them, an involvement that has added responsibilities to the traditional roles of these people.

- The national survey found that in about 77 percent of the cases, parents of handicapped students were specifically involved in approving their child's IEP, either verbally or by signing it. Less than half of 1 percent of parents refused approval, according to teacher reports. Based again on teacher reports, 49 percent of the parents of public school handicapped children actually served as part of the IEP committee and provided information contributing to the IEP's development. In general, program approval rather than formulation remains the major role of parents.

- Implementation of the IEP requirement has resulted in including a certain

number of handicapped students in planning their special education programs. A survey found that such participation ranged from zero at the preschool level to 13 percent of students between the ages of 13 and 15, and 25 percent between the 16 and 21 age levels.

- School districts generally tried to accommodate parents without resorting to due process hearings. When a hearing was necessary, it served to resolve issues of placement or programing appropriateness on a case-by-case basis.

Remaining Challenges

- The Bureau has launched a national survey of assessment procedures that will investigate the nature and extent of assessment backlogs and their relationship to screening, referral, and assessment procedures. Data will be collected during the 1980-81 school year.

- More effective promotion of parent involvement in pupil planning and programing is needed. Only about half of the IEP meetings are attended by parents, and the parent role in decisionmaking for their child is often limited to a passive one. The Bureau has initiated several steps to increase and improve the quality of parent participation, including clarifying final regulations on IEP meetings, initiating five pilot regional Parent Information Centers to inform parents of their rights and responsibilities under P.L. 94-142, and planning for a new FY 1981 initiative to stimulate parent/school training programs.

- As implementation of P.L. 94-142 has progressed, two issues concerning the rights of handicapped children have arisen. One involves P.L. 94-142's surrogate parent requirements and the other concerns the application of suspension and expulsion policies to handicapped children. The Bureau is addressing these issues through the

development of policy clarification papers. Final versions will be published in the Federal Register and reviewed by the Congress.

Chapter 5. What Administrative Procedures Are in Place?

Chapter 5 focuses on Federal and State administration of P.L. 94-142. While the Bureau of Education for the Handicapped is responsible for administrative relationships between the Federal Government and the State education agency (SEA), the administration of P.L. 94-142 within the State is the responsibility of the SEA.

Progress to Date

- It is evident that the schools cannot provide for all of the handicapped child's needs without the continued cooperation of other public and private programs. The Bureau has been working to improve coordination among the agencies which regularly provide services to handicapped children. For example, a major problem in the coordination of services revolves around the issue of which program will provide and pay for a given service and under what conditions. Many State statutes prohibit an agency from using State funds to pay for services if some other public or private agency can cover them. On the premise that under P.L. 94-142 the State education agency was making some services "generally available," noneducational agencies in some States either withdrew or diminished services. The Bureau and other Federal agencies jointly have developed policy statements which explain how certain programs may legally continue to provide services and how the various agencies may appropriately collaborate. The effectiveness of these efforts is currently being examined by the Bureau.

- Progress has been made in the development of acceptable State plans. The Bureau has encouraged the States to submit Annual Program Plans for Bureau review in the spring. (The program is forward funded, and money

thus can legally be released three months prior to the beginning of the fiscal year). While no 1977 funds were obligated to States during the first quarter of the funding period, some 35 percent of 1979 funds were allocated during that period, and by the third quarter, 86 percent were obligated compared to 55 percent at the same point for 1977. Earlier funding enables States to get services to children more quickly.

- As part of its monitoring procedures, the Bureau has implemented a system designed to manage complaints regarding P.L. 94-142. Complaints concerning a local school district are referred directly to the State department of education for resolution. A Bureau complaint specialist monitors the State until the complaint is resolved — working on cases going to a due process hearing to ensure that no procedural violations occur and in other cases working with State officials to ensure the establishment of appropriate programing alternatives under specific schedules. From October 1978 through July 1979, the Bureau processed 320 complaints from parents. The largest number of parent complaints were related to child placements.

- Significant improvements have been developed in State monitoring capabilities — an essential function in P.L. 94-142's implementation. In 1978, all States had some monitoring system in place, an increase of one-third over the previous year. Nearly all States (90 percent) conducted followup or corrective action following visits in 1978.

- The Bureau conducted Program Administrative Reviews in 21 States during school year 1978-79 -- the first program review for most of these States since P.L. 94-142 became effective. At the State level, the reviews found that all of these States had adopted policies and procedures to guarantee the rights of handicapped

children and make available full educational opportunities.

Remaining Challenges

- Despite the marked improvement of States in carrying out their monitoring roles, only five of those undergoing program reviews in 1978-79 were in full compliance with the monitoring provision. The principal difficulty was failure to monitor all of the P.L. 94-142 provisions at each of the sites. The Bureau developed corrective actions with specific schedules for these States.

- The full implementation of policies and procedures throughout each State lies ahead. Through Program Administrative Reviews, the Bureau found four areas that generally required corrective actions, including individualized education program provisions, procedural safeguards, the least restrictive environment provision, and protection in evaluation procedures. Required corrective actions typically involved State dissemination of the Federal requirements covering the area in question and State demonstration of a change in practices or procedures in sites where problems were found. The Bureau is conducting on-site verification visits to ensure that corrective actions have been implemented.

Chapter 6. To What Extent Is the Intent of the Act Being Met?

Progress to Date

- Both on-site visits and Bureau-commissioned studies indicate that there is widespread commitment to the P.L. 94-142's goals. Virtually every study available to the Bureau has found that education staff at all levels strongly endorse the Act. Furthermore, commitment has been translated into action. One study concluded: "Never have so many local and State agencies done so much with so few Federal dollars to implement a

Federal education mandate." Many changes have been implemented within a short time -- from the development of State policies to the development of IEPs for individual students. The accomplishments to date are significant.

Remaining Challenges

- Challenges to full implementation of the Act continue to exist and increasing gains must be achieved during the coming year. These challenges have been detailed throughout this report, as have steps the Bureau will take to encourage and assist the States in complying with P.L. 94-142.

Overall, while much additional work is needed before the goals of the Act are fully realized, the evidence demonstrates that more handicapped children are receiving a free appropriate public education than ever before.

Introduction

In November of 1975, the Congress passed the Education for All Handicapped Children Act (Public Law 94-142), thereby mandating that by September 1, 1978, all school-age handicapped children in the United States be provided "a free appropriate public education." The Act specifies a number of activities that schools must engage in to ensure that handicapped children receive the rights they have been guaranteed. Thus it requires that specialists be called upon to evaluate the children's special needs and determine the most appropriate educational environment for these children; that an individualized education program be developed for each child identified as needing special education and related services; that the schools notify parents of findings concerning their children and include parents in the process of making decisions regarding how and in what circumstances their children will be educated; and that an opportunity for a hearing be provided to a parent who is dissatisfied with the school's decision. The Act further asks that to the maximum extent appropriate, each handicapped child be educated with nonhandicapped children.

The Bureau of Education for the Handicapped has been given responsibility for administering P.L. 94-142 Act and for evaluating progress in its implementation, thereby broadening the work the Bureau has been carrying on since its establishment in 1967. With this responsibility came a requirement for a series of reports on progress in the Act's implementation, to be submitted to the Congress annually. The first annual report was delivered to the Congress in January 1979. In July a semiannual update was provided to the Appropriations Committee of the House of Representatives. Thus, this second annual report is the third in a series.

The report consists of six chapters, each addressing a particular question about implementation. Chapter one asks "Are the intended beneficiaries being served?" The response indicates that over 4.03 million children ages 3 through 21 are benefiting from special education and related services provided under P.L. 94-142 and under P.L. 89-313, enacted in 1965 to provide support for

state-operated schools for the handicapped. The number of children served under P.L. 94-142 alone is 3.8 million. About 328,000 newly identified handicapped children ages 3 through 21 have started receiving special education and related services since the first child count during the 1976-77 school year.

The second chapter asks: "In what settings are the beneficiaries being served?" It indicates that the majority of handicapped children have been placed in regular classrooms, with such placements having increased during the last two school years from 67.85 percent to 69.31 percent.

The third chapter asks: "What services are being provided?" It describes the progress made in the provision of individualized education programs for handicapped children as well as training activities designed to increase the availability of qualified teachers and support staff.

Chapter four asks: "What are the consequences of implementing the Act?" It describes a range of both problems and solutions observed in local agencies as they implement the Act's various provisions.

In the fifth chapter, the question posed is: "What administrative procedures are in place?" Both Bureau and State administrative activities are described. These activities have been extensive.

Finally, chapter six asks: "To what extent is the intent of the Act being met?" Here, the problems and progress described in earlier chapters are reviewed and related to the Act's goals.

These six questions reflect the concerns expressed by the Congress when the Act was being shaped, and by thousands of handicapped persons, parents of handicapped children, educators, and concerned citizens. They provide the framework for this report to the Congress.

1. Are the Intended Beneficiaries Being Served?

Part B of the Education of the Handicapped Act, as amended by P.L. 94-142, requires States to adopt the goal of providing full educational opportunity for all handicapped children from birth through age 21. Specifically, the Act requires that all States make available "a free appropriate public education" to handicapped children ages 6 through 17. Further, except where inconsistent with State law or practice or court order, the States must make a free appropriate public education available to handicapped children ages 3 through 5; and beginning October 1, 1980, they must extend the same provision to handicapped youth ages 18 through 21.

Handicapped children are defined by P.L. 94-142 as those children who are evaluated in accordance with procedures specified in the regulations and who, as a result, are found to be mentally retarded, hard-of-hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired, learning disabled, deaf-blind or multihandicapped, and are in need of special education and related services.

How Many Children Are Receiving Services?

According to the most recent child count (conducted in the States and Territories each December 1), some 4.03 million handicapped children ages 3 through 21 were receiving special education and related services under the combined programs of P.L. 89-313 and P.L. 94-142 during the 1979-80 school year. Based on this figure, special education and related services are now being provided to more than 9.5 percent of the children enrolled in schools.1/ The number of children served under P.L. 94-142 alone has surpassed 3.8 million.

That means increases of 117,000 in the number of handicapped children ages 3 through 21 being served this year as compared to last year under the combined programs, about 259,000 during the past two years,

and nearly 328,000 since the 1976-77 school year, when the first child count was made. At the time of that count the States were providing special education and related services to 8.2 percent of children enrolled in the public schools. The figure for the 1979-80 school year was 9.5 percent -- an increase that has occurred at the same time that public school enrollments as a whole in the United States declined by an estimated 6.2 percent, or by almost 2.78 million children.

The response by the States to the challenge of locating and serving handicapped children is illustrated by the record of the past year (appendix D, table D-1.1B). Between the 1978-79 and 1979-80 school years, 43 States increased the number of children reported in their annual child count. Those with the largest increases were New Hampshire (16 percent), Rhode Island (12 percent), and Arkansas (12 percent). At the same time, seven States plus the District of Columbia reported decreases. Taken as a whole, the data generally indicate that the States are becoming more similar; that is, those serving the highest percentages of children are holding relatively constant, while the States serving lower percentages of children are raising their coverage. Twenty States are now serving more than 10 percent of their school enrollment as handicapped.

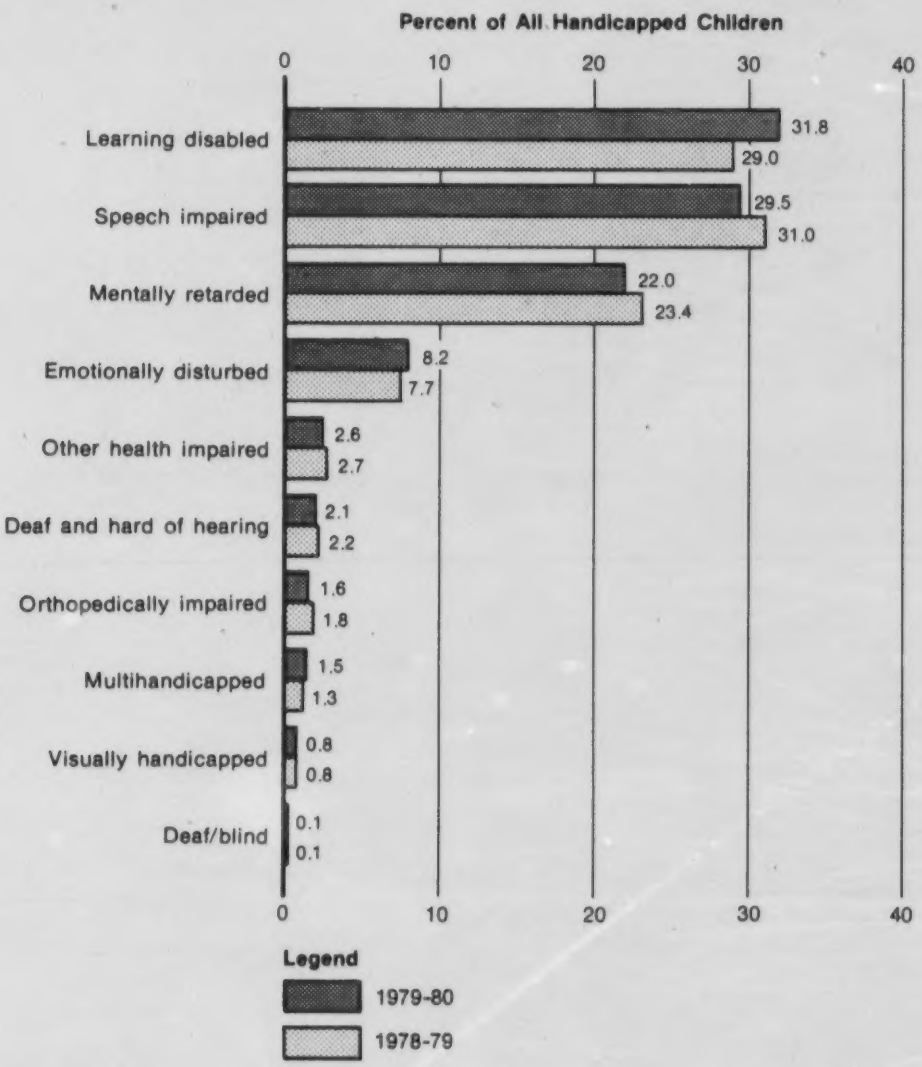
As indicated in figure 1.1, the majority of children between the ages of 3 and 21 being served in school year 1979-80 were either learning disabled (32 percent of the total), speech impaired (29.5 percent), or mentally retarded (22 percent). The largest increases from school year 1978-79 to school year 1979-80 have occurred in the categories of learning disabled and seriously emotionally disturbed, with learning disabled being a category for which many school districts have only recently developed comprehensive services. The increase in services for emotionally disturbed children is particularly noteworthy, since such children traditionally have been among the last served.

The substantial increases in the number of handicapped children receiving special education and related services have been accompanied by corresponding increases in the amounts of financial assistance to States. States which implement P.L. 94-142 provisions are provided financial support in the form of a formula grant based on the number of handicapped children ages 3 through 21 they report serving, together with the national average per-pupil expenditure. The grant pays a portion of the extra costs involved in providing a free appropriate public education to children with handicaps. States may

qualify for and receive their allocations anytime within the period from three months preceding the fiscal year through the fiscal year's end. During FY 1978, States received $254 million from the 1977 appropriation for P.L. 94-142. In FY 1979, the amount was $564 million, and it is scheduled to be $804 million in FY 1980 to provide about 12 percent of the average per-pupil expenditure for each handicapped child served. Since the Act prohibits

See Appendix D, Table D-1.1

Figure 1.1 Distribution of Children Ages 3-21 Served[1] by Handicapping Condition, School Year 1978-79 and School Year 1979-80



[1]The data displayed include handicapped children counted under P.L. 94-142 and P.L. 89-313.

using these funds to supplant State or local funds, the State education agencies add P.L. 94-142 funds to moneys already allocated for special education by State and local agencies. In any case the Federal allocations are directed toward helping to cover the extra costs of educating handcapped children already in the school system and to reach out to newly identified handicapped children. The funding history for State grants under P.L. 94-142 is shown in table 1.1.

How Far Have We Come in Serving All Handicapped Children?

The most recent counts of handicapped children reported to the Bureau by the States represent those children who have been evaluated, who have been determined to be handicapped according to the procedures prescribed in the law, and who were receiving services as specified in their individualized education programs (IEPs) on December 1, 1979. One way to assess child-count numbers is to compare them to current estimates of prevalence of various handicapping conditions. The Bureau began using a particular set of prevalence figures as a planning guide following a 1976 study by SRI International.2/ This study reviewed all authoritative studies on the prevalence of handicapping conditions and provided national

See Appendix D, Table D-1.2

Table 1.1 Federal Appropriations Under P.L. 94-142

Fiscal Year In Which Funds Are Appropriated[1]	Average Per Pupil Expenditure	Number of Children (Millions)	Amount Appropriated (Millions of Dollars)	Average Allocation Per Child	Total Amount Allocated (Millions of Dollars)
1977	$1,430	3.41	$315	$ 73[2]	$254
1978	1,561	3.55	503[3]	159[2]	564[4]
1979	1,738	3.69	804	218	804
1980	1,900	3.80	874.5	230	—

[1]The funds are actually distributed during the following year.

[2]Because of the hold-harmless provision, the average allocation is somewhat higher than the maximum amount authorized per child by use of the allocation formula.

[3]This figure includes a $465 million appropriation and a $38 million supplemental appropriation.

[4]This figure includes $63 million that was not obligated from the 1977 appropriation and for which carryover authority was given.

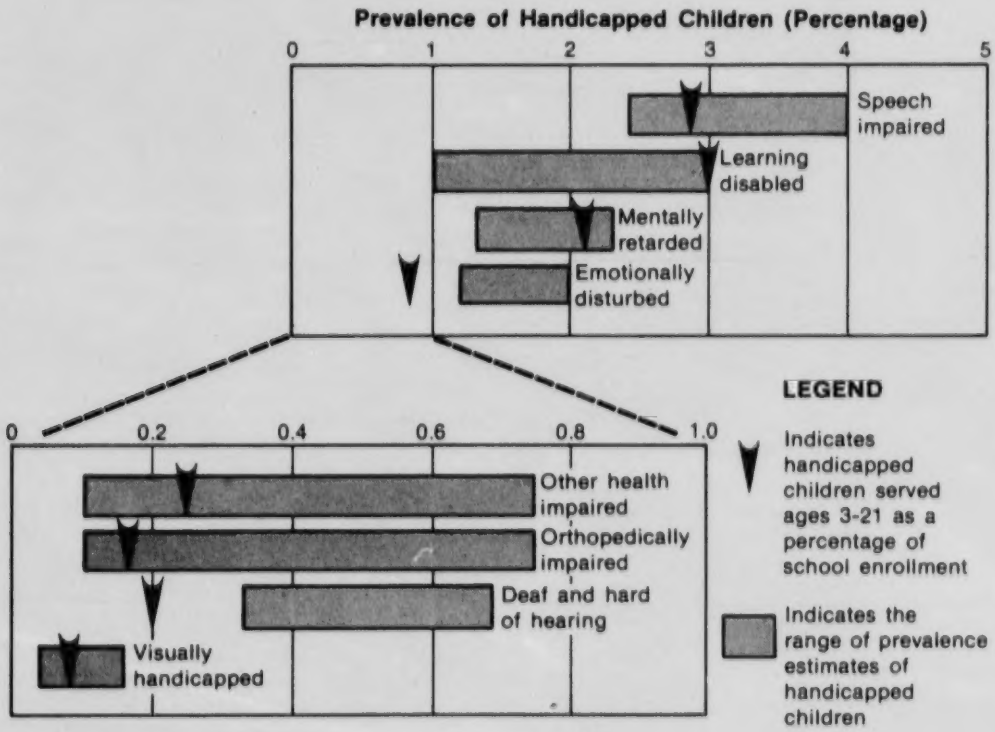
estimates for each category. For example, the prevailing rate of mentally retarded children in the country was estimated at between 1.4 percent and 2.3 percent of the school-age population.

As indicated in figure 1.2, there are no categories where the proportion of handicapped children served during the 1979-80 school year exceeds the upper limit of the prevalence interval. In two categories -- those of emotionally disturbed and deaf and hearing impaired -- the figures are below the lower limit. The percentage of emotionally disturbed children being served, as indicated earlier, has increased substantially in some States. In the case of deaf and hearing impaired children, the changes in the percentages served over the past years have in fact been slight.

In any case, the prevalence figures provide a basis for estimating the number of unserved

See Appendix D, Table D-1.3

Figure 1.2 Percent of Children Ages 3-21 Served[1] by Handicapping Condition, School Year 1979-80



[1]The data displayed include handicapped children counted under P.L. 94-142 and P.L. 89-313, and utilize estimated Autumn 1979 public school enrollments.

handicapped children. This, in turn, provides a guide for the States and the Bureau. The States are informed of these figures, and procedures for identification and placement are examined in State administrative reviews. Additionally, special studies have been initiated in the two categories where the count is low.

In assessing the number of handicapped children being served, the Bureau compares State percentages of the school enrollment being served as handicapped, as indicated by the annual child count, and the national prevalence figures. While those States that in the past have served lower percentages of children are now expanding their coverage, significant differences persist in the percentages of the total school enrollment that individual States serve as handicapped. As shown in figure 1.3, the percentage varies from 6.75 percent in Hawaii to 13.9 percent in Delaware. (While States are to count children ages 3 through 21 receiving special education and related services, the P.L. 94-142 funding formula limits States to a number not to exceed 12 percent of their population aged 5 through 17. No States presently exceed this 12 percent cap.) The States also vary in the percentage of children served within each handicapping condition, with the extent of this variation changing from one handicapping condition to another.

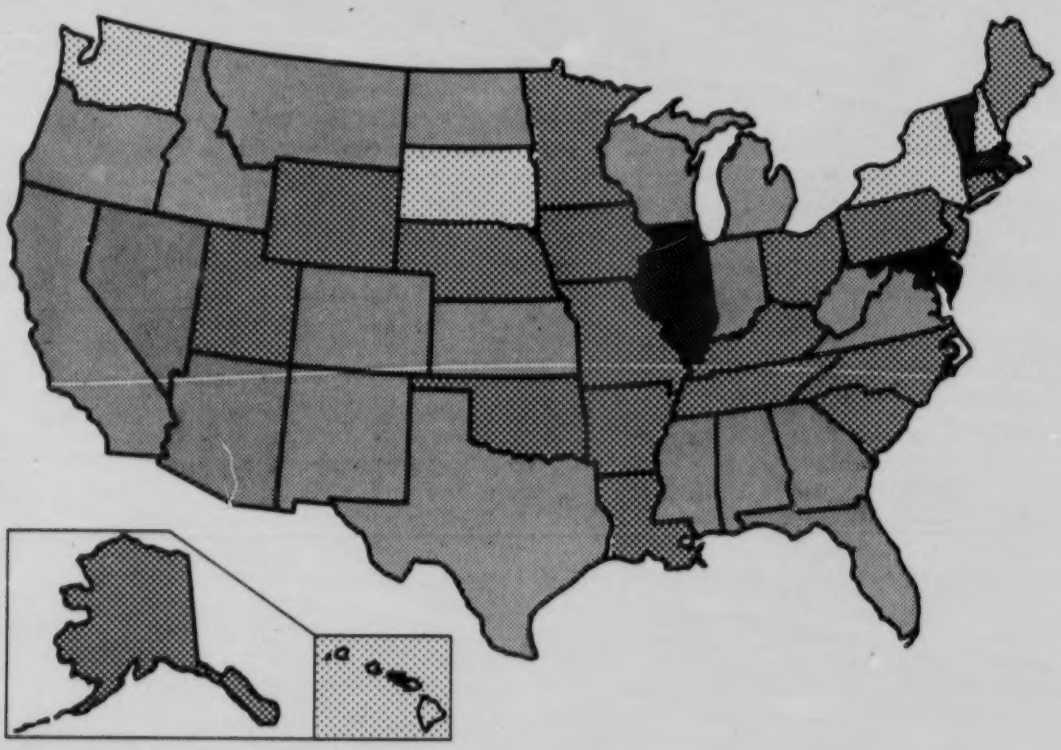
It is not expected that all variations among the States will disappear, especially since differences in State procedures are fully allowed by P.L. 94-142. However, examining the variations among the States helps to ensure that intended beneficiaries are served. In one State last year, for example, an unusually large number of children were identified as learning disabled. When the procedures used for identification were thoroughly reviewed during a Bureau administrative review, a major procedural error was found in the identification process, and the count was reduced by 20,000 children. In another State, service was being refused to children because of a jurisdictional dispute between agencies. In this case, children were added to the State count as a result of Bureau intervention.

A study conducted in 24 school districts by the Department of Health, Education, and Welfare's Office of the Inspector General concluded that a significant source of unserved handicapped children may be the regular classroom.3/ The study found that three-fourths of the individuals interviewed felt that regular classrooms contained children who needed special education services and suggested three reasons why this situation existed. First, schools

with fewer special education staff, facilities, and services tend to identify fewer children as needing special help. Second, variations in diagnostic practices and definitions of handicapping conditions within States can lead both to underidentification and overidentification of children as handicapped. Third, regular classroom teachers and other school personnel may avoid referring children for special services because some believe that doing so would keep the child from being stigmatized by a label.

See Appendix D, Table D-1.3

Figure 1.3 Percent of Children Ages 3-21 Served[1] Under P.L. 94-142 and P.L. 89-313, School Year 1979-80



13.87 to 12.06 percent (Five highest States)
11.61 to 9.66 percent (Twenty States at or above the average)
9.49 to 7.43 percent (Twenty States below average)
7.42 to 6.75 percent (Five lowest States)

The average for the States and territories is 9.54 percent.

[1]Handicapped children ages 3-21 served as a percentage of school enrollment.

Recent case studies of local implementation of P.L. 94-142 substantiate the Inspector General's findings on the relationship between resources and child identification.4/ Conducted in 22 school districts across the country, the studies found that school staff tend to avoid identifying more children than the district can accommodate with current resources. (See chapter 4 for a discussion of assessment waiting lists.)

There is no information extant to indicate how typical these findings would be of the Nation's more than 16,000 school districts. However, a BEH-initiated national survey will focus on screening, referral, and assessment practices, toward identifying and disseminating optimum practices. The survey will be conducted during the 1980-81 school year, with findings expected shortly thereafter.

Additionally, through its Regional Resource Center program, the Bureau will provide technical assistance in identification and evaluation practices to State and local agencies. The Regional Resource Centers will conduct evaluations of referred children from localities where appraisal services are still in need of strengthening. They will also advise on such matters as nonbiased assessment practices and provide training in such areas as referrals of children for special education evaluation and design of programing to reflect the appraisal.

Meanwhile, the Bureau is reviewing its monitoring procedures (described in chapter 5 of this report) to determine if there is need to strengthen criteria for assessing the adequacy of child-identification procedures.

Are Any Groups Less Often Served?

As previously indicated, P.L. 94-142 requires that barring conflict with a court order or State law or practice, States must (1) make a free appropriate public education available to handicapped children ages 3 through 5, and (2) beginning September 1, 1980, extend the same provision to handicapped children ages 18 through 21. While States are required by P.L. 94-142 to adopt a goal and establish guidelines for providing full educational opportunity for all handicapped children through age 21, P.L. 94-142 does not mandate services to children from birth through age 2.

Nonetheless, as indicated by table 1.2, five States currently have a mandate to serve handicapped children beginning at birth. During the 1976-77

school year, the most recent year for which data are available, 11,800 children from birth through age 2 received services; however, it would appear that most handicapped children below age 3 did not.

As for children above that age level, during school year 1979-80, about 232,000 handicapped children between the ages of 3 and 5 received special education and related services under P.L. 94-142. This represented an increase of about 16,900 (7.9 percent) over the previous year and nearly 31,200 over the past two years. Less than one-third of the States (16) mandate services for the full 3- through-5-year age range. An additional 22 States mandate services at 4 or 5, and the remaining 12 States meet the minimal requirement of mandating services at age 6. Figure 1.4 shows the variation among States in the percentage of children between the ages of 3 and 5 who received special education and related services. As would be expected, States with statutes mandating services to the full 3- through-5-year age range are serving larger percentages of children in this age group.

In order to increase and enhance State and local services to preschool handicapped children, P.L. 94-142 authorizes an additional incentive grant of up to $300 for each handicapped child between the ages of 3 and 5. Contributions to the States under this provision increased from $12.5 million in FY 1978 to $15 million in FY 1979 and are slated to rise to $17.5 in FY 1980 and $25 million in FY 1981. Thus, in FY 1978 the States received about $60 for each preschool child who received special education and related services, in addition to the average P.L. 94-142 allocation of $159 per child. The 1980 allocations are approximately an additional $80 per child.

The Bureau also supports the development of model demonstration programs for preschool handicapped children. Under the Handicapped Children's Early Education Program, 150 projects located throughout the Nation are developing, demonstrating, and training others in approaches for serving handicapped children from birth to age 8.

As for handicapped youngsters at the top of the age range, during school year 1979-80 some 124,500 handicapped students age 18 through 21 received special education and related services under P.L. 94-142, an increase of 22,400 (21.9 percent) from 1978-79. This figure represents only 0.73 percent of the population age 18 through 21. While the P.L. 94-142 mandate to provide services to students aged 18 to 21 does not become effective until September 1, 1980 (barring inconsistency with a

Table 1.2 State Mandatory Ages for Handicapped

STATE	AGES	EXCEPTIONS/CLARIFICATIONS*
Alabama	6 to 21	Permissive services for deaf and blind from 3 to 21. Education for 12 consecutive years starting at age 6. If school district offers Kindergarten, then services required at 5.
Alaska	3 through 19	
Arizona	Between 6 and 21	If Kindergarten is maintained, then 5. 3-5 permissive.
Arkansas	6 through 21	If Kindergarten program, then 5-21.
California	4 years/9 months through 18	3 to 4.9 intensive services; 19 through 21 if not graduated or completed course of study. 0-3 permissive under Master Plan.
Colorado	Between 5 and 21	Or until graduation; 3-5 permissive.
Connecticut	4 to 18	May serve only until graduation. Hearing impaired beginning at age 3. Starting 9/80 serve until age 21 unless child graduates.
Delaware	Between 4 and 21	Allows services 0 to 21 for deaf/blind and hearing impaired.
District of Columbia	Between 3 and 18; 3-21 by fall 1979	
Florida	5 through 17	Beginning at Kindergarten and for 13 consecutive years. Permitted with State funds from age 3.
Georgia	5 through 18	0 through 4 and 19 through 21, permissive.
Hawaii	6 to 20	3 to 5 permissive.
Idaho	5 through 18	5 through 21 by 9/1/80; 0 through 4 at local discretion.
Illinois	3 through 18	3 through 21; 9/1/80.
Indiana	6 to 18	
Iowa	Birth through 20	
Kansas	5 to 21	Through school year during which reach 21 or until completed an appropriate curriculum, whichever occurs first. 0-5 permissive.
Kentucky	5 through 17	Permitted to 21.
Louisiana	3 through 21	
Maine	5 to 20	
Maryland	3 to 21	Birth to 21 beginning 9/80.
Massachusetts	3 through 21	
Michigan	0 to 26	Who have not graduated from high school.
Minnesota	4 to 21	Or completion of secondary program.
Mississippi	6 through 18	6 through 20 by 9/1/80. No requirement and not usual to provide classes to 3-5.
Missouri	5 through 20	Allows districts to provide programs to 3 through 4.
Montana	6 through 18	3 through 21 by 9/80. Provides for services to 0-2 after 9/1/80 under certain circumstances; 3-5 and 19-21 currently under same circumstances.
Nebraska	0 to 21	From date of diagnosis or notification of district; voluntary as specified by parent — below 5.
Nevada	Between 6 and 18	Between 3 and 21 by 9/1/80. (Under 18) attendance excused when completed 12 grades. 3-5 is permissive.
New Hampshire	Between 3 and 21	
New Jersey	5 to 21	Permissive below 5 and above 20.
New Mexico		
New York	Between 5 and 21	
North Carolina	5 through 17	0 through 4 and 18 through 21 permissive.

Table 1.2 (Continued)

STATE	AGES	EXCEPTIONS/CLARIFICATIONS*
North Dakota	6 to 21	0 to 6 permissive.
Ohio	5-21**	Do not actually say 5-21 is mandate.
Oklahoma	4 through 17	Except no set minimum age for visually impaired/hearing impaired. 3 through 17 for severely multi-handicapped, severely handicapped, minimum of 12 years of schooling.
Oregon	6 through 20	3-5 and 21 at local options.
Pennsylvania	6-21**	Permissive below 6. Virtually all districts provide Kindergarten for 5 year olds, therefore, must provide for handicapped at 5.
Rhode Island	3-18**	3-21 by 9/1/80 (until complete high school or reach age 21, whichever comes first).
South Carolina	Between 5 and 21	Hearing impaired 4 to 21.
South Dakota	0 through 21	
Tennessee	4 through 21	Hearing impaired and deaf 3 through 21.
Texas	Between 3 and 21	
Utah	5 through 21	
Vermont	6 to 21	Or completion of high school, 3-5 as funds are available except all districts providing public Kindergarten will serve 5 year olds.
Virginia	Between 2 and 21	
Washington	5 to 21	Pre-school permissive below 5 except if offer pre-school as a part of regular program. Every handicapped of same age shall be provided same services. Eligibility ends when goals of IEP reached, at graduation or at age 21. 3 and above at local discretion. Below 3 if multiple, gross motor, sensory, moderate or severe mental retardation.
West Virginia	Between 5 and 23	3 and 4 permissive.
Wisconsin	3 to 21	
Wyoming	0 through 21	

NOTE: This information was taken from Annual Program Plans submitted in accordance with P.L. 94-142. New Mexico has elected not to participate in this grant program during the current school year and, therefore, has submitted no plan.

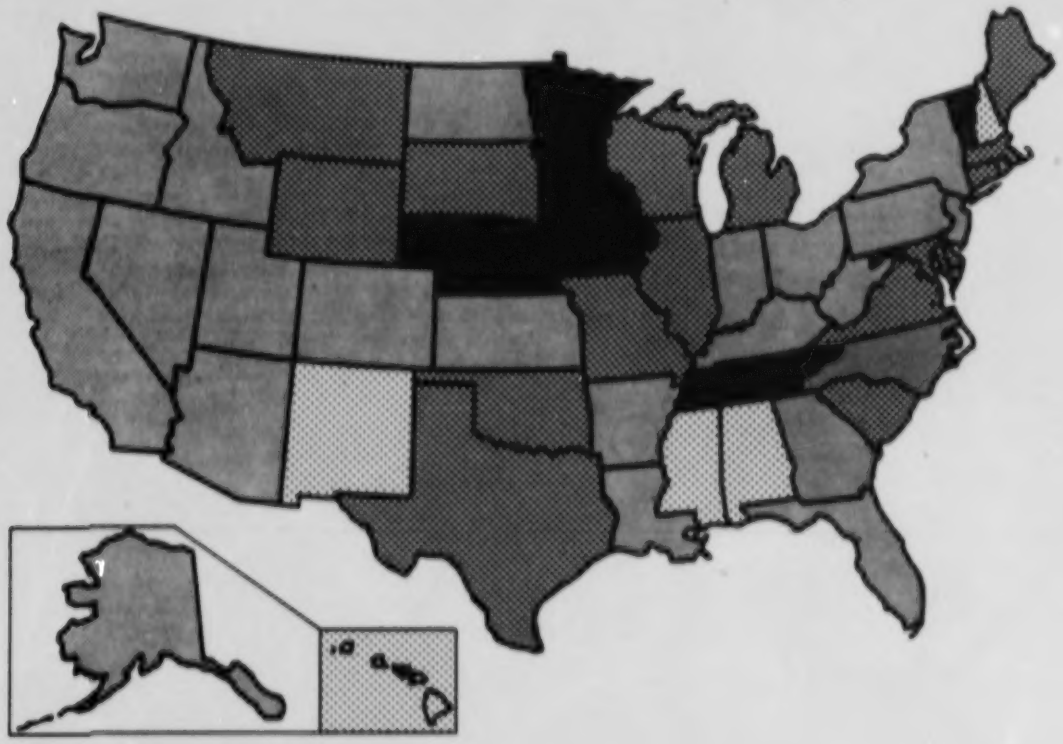
*Many States provide for permissive services at ages below 6 and above 17. For some States this may mean that State funds can be used while, for other States, this means that services are not prohibited for these children.

**These States did not provide information in their plans as to whether the age range was to, or through, the upper age figure.

court order or State law or practice), about 30 States already require services to students from the age of 18 either up to, or including, 21. Figure 1.5 displays the variations from State to State in the percentage of students in this age range who are receiving special education and related services.

See Appendix D, Table D-1.4

Figure 1.4 Percent of Children Ages 3-5 Served[1] Under P.L. 94-142, School Year 1979-80



6.26 to 4.22 percent (Five highest States)
3.91 to 2.71 percent (Sixteen States at or above the average)
2.55 to 1.29 percent (Twenty-four States below the average)
1.00 to 0.34 percent (Five lowest States)

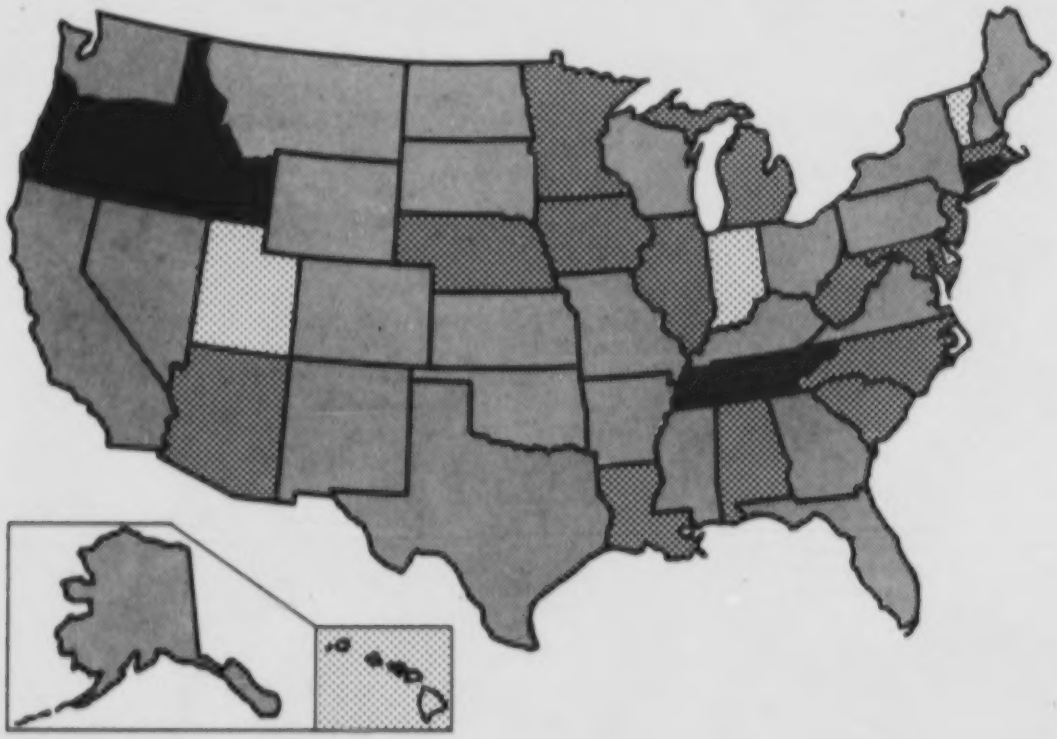
The average for the States and territories is 2.59 percent.

[1]Handicapped children ages 3-5 served as a percentage of estimated July 1979 population.

Several factors other than the mandated service date help explain the overall low service rate for handicapped students at the upper end of the age scale. A number of these students graduate from high school and thus no longer need P.L. 94-142 services, and many others turn to community service agency programs for which they become eligible at age 18.

See Appendix D, Table D-1.5

Figure 1.5 Percent of Children Ages 18-21 Served[1] Under P.L. 94-142, School Year 1979-80



1.95 to 1.20 percent	(Five highest States)
1.13 to 0.75 percent	(Fourteen States at or above the average)
0.73 to 0.44 percent	(Twenty-six States below the average)
0.39 to 0.24 percent	(Five lowest States)

The average for the States and territories is 0.73 percent.

[1]Handicapped children ages 18-21 served as a percentage of estimated July 1979 population.

A third factor is revealed in statistics indicating that substantial numbers of handicapped children leave school when they surpass the compulsory school age, but before they complete the school program. For example, a Bureau-funded project titled the Handicapped Children Out of School Model Program[5/] reported that in St. Paul, Minnesota, of 4,500 students aged 16 and over who left the schools during the period from September 1, 1974 to December 31, 1977, 30 percent were handicapped.

There is evidence that the dropout rates for handicapped children can be reversed with careful programing. In St. Paul, Minnesota, handicapped dropouts age 16 and over are now receiving special education through the Handicapped Children Out of School Program. Findings suggest that with innovative strategies such youths can be induced to return to school programs or deterred from dropping out in the first place if they are offered activities they see as valuable -- a proposition supported by a finding of the Inspector General's study that dropout rates tended to be lower in districts with strong vocational education programs.

In this connection the Inspector General's study took the view that high school special education curricula needed four major improvements -- more individualized attention; a greater emphasis on prevocational skills and vocational counseling and training; additional training in practical daily living and socialization skills; and increased emphasis on academic skills. In response to this problem, the Bureau is supporting curriculum development for secondary handicapped students in the areas of science, math, social living, and physical education. Additionally, BEH together with the Bureau of Occupational and Adult Education and the Rehabilitation Services Administration have been jointly working to facilitate the delivery of special education and vocational rehabilitation services to handicapped students. The Bureau is also using data on the participation of handicapped students in vocational education programs in selecting States for 1980-81 compliance visits. (See chapter 5 for a description of both interagency and compliance activities.)

The provision of services to handicapped students from the ages of 18 through 21 is commonly held to be critical to the successful transition of these youth from school to a productive life at work and in the community. Toward that end the Bureau is continuing its initiative to develop interagency agreements at the Federal, State, and local levels. In addition, the Bureau is funding model demonstration programs for handicapped students age 18 through 21 and has

also initiated a study of why handicapped children leave school and what practices improve school retention. The first year findings from this study are expected by November 1980.

Conclusion

The number of handicapped children who are receiving special education and related services has continued to increase even though public school enrollment is declining. The largest increases in the proportion served are occurring in the categories of learning disabled and seriously emotionally disturbed. The number of handicapped children receiving special education and related services should continue to increase during the next few years. This increase will reflect participation by more children ages 3 through 5 and 18 through 21. It will also reflect improved efforts to identify and meet the needs of currently unserved children, age 6 through 17, who are having difficulties in regular classrooms.

NOTES

1. Calculated as the total number of children, age 3 through 21, served by the States and Territories under P.L. 89-313 and P.L. 94-142 for fiscal year 1980, as a percent of total prekindergarten, elementary, and secondary public school enrollment for fall 1979. These latter data were available for 39 States at the time of publication. For the remaining States, fall 1979 enrollments were estimated on the basis of the 3-year trends in enrollment for fall 1976 through fall 1978.

2. Stearns, M.S., Norwood, C., Kaskowitz, D. and Mitchell, S. Validation of State Counts of Handicapped Children (vol. 2). Menlo Park, CA: SRI International, 1977.

3. Office of the Inspector General, Department of Health, Education, and Welfare. Service Delivery Assessment: Education for the Handicapped. Washington, D.C., 1979.

4. Stearns, M.S., Greene, D. and David J.L. Local Implementation of P.L. 94-142. (Draft Year 1 Report.) Menlo Park, CA: SRI International, 1979.

5. St. Paul Public Schools. Initial Model School Proposal for Handicapped Out of School Youth. St. Paul, MN, 1978.

2. In What Settings Are the Beneficiaries Being Served?

A key provision of Public Law 94-142 -- Section 612(5)(B) -- requires that to the extent appropriate, handicapped children be placed with children who are not handicapped. Any special classes or other separation should be undertaken only when the nature or the severity of the handicap renders regular classes unsatisfactory even when supplementary services are provided. Thus handicapped students must receive the necessary special education and related services in as normal a setting as their handicap permits. The concept of placing handicapped students in the "least restrictive environment" commensurate with their needs is central to the Act's mandate of "a free appropriate public education." In this light, such basic P.L. 94-142 provisions as nondiscriminatory testing, the development of individualized education programs (IEPs), and due process requirements are but means to an end. This end is a match between the special education needed by the child on the one hand, and on the other an environment which integrates the handicapped child with nonhandicapped children to the maximum extent appropriate.

This chapter discusses the "least restrictive environment" concept -- the LRE -- and examines how the LRE provision is being interpreted in State administrative hearings and through State policies. Additionally, the chapter describes the settings in which handicapped children are currently being served and examines how placement decisions are made. Finally, there is a discussion of the impact of the LRE requirement on parents and children and on school staff.

LRE: What Is It?

The least restrictive environment requirement means that every handicapped child must be educated with nonhandicapped children to the maximum extent appropriate. The word "appropriate" makes LRE a complex educational issue.

The concept assumes that there are many different educational environments, and in fact the LRE

provision in the Act requires that all school districts have available a continuum of alternative environments. The Act does not call for any particular set of placement options but rather requires that available alternatives include, at a minimum, regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions. In addition, provisions are to be made for such supplementary regular classroom services as resource rooms. The goal is for the child to be placed in an environment in which individual educational needs can be met while providing maximum interaction with regular education peers. The placement of handicapped children must involve both elements of this equation, not just one or the other.

Thus LRE does not simply mean placing all handicapped children in regular classrooms (often referred to as "mainstreaming"). For most handicapped children, the least restrictive environment will in fact mean that kind of placement. For a few handicapped children, however, the least restrictive environment may mean a residential school or perhaps education in the home. The determining factor is appropriateness.

It seems clear that there will always be a tension between the special education needed by the child and placement in the least restrictive setting. The basis of such tension is reflected in the way the LRE requirement is stated both in the Act and in its accompanying regulations. On one hand, the LRE requirement is qualified by such phrases as "potential harmful effects (of a possible placement) on the child" or "the quality of services which he or she needs." On the other hand, the requirement is emphasized by such phrases as "removal from the regular education environment . . . only when the severity of the handicap is such that education in the regular classroom . . . cannot be achieved satisfactorily" and "placement . . . as close as possible to the child's home." Determining the appropriate educational placement for each child obliges educators to carefully balance the LRE requirement with the child's educational needs.

How Is the Least Restrictive Environment Provision Applied in State Administrative Hearings?

The due process requirements of P.L. 94-142 and its regulations provide that a parent may initiate a hearing on a variety of matters, including any proposal or refusal by a public agency to initiate or modify a handicapped child's educational placement.

Under P.L. 94-142 and its regulations, a State may choose to have due process hearings take place at either the local or the State level. If the hearing takes place at the local level, the State must provide for a subsequent administrative review at the State level. Ultimately, in either type of hearing system, a further appeal may be made to a State or Federal court.

The particular importance of State-level administrative hearings lies in the fact that while they are legally binding only in the specific case, they tend to be precedent-setting. Moreover, in many places -- Pennsylvania, for example -- such decisions are widely disseminated throughout the State.

To address the question of how the LRE provision is being applied in State administrative hearings, an examination was made of administrative decisions in nine States.1/ In all, 295 decisions were studied, of which 121 dealt with placement issues. A total of 116 of these appeals were filed by parents, with school districts initiating the other five. The overall findings of the analysis showed that parents were upheld in 47 of the 116 appeals they filed; of the 5 filed by the school districts, one was upheld. In cases where the parents were appealing for a more restrictive placement (most frequently in a private setting), they won in 38 of 100. Where the parents wanted less restrictive placement (usually a public school placement), they won 13 of 21, or about two-thirds of the cases appealed.

Analysis of the various decisions indicated that many factors influence the outcomes -- for example, the type and severity of the child's needs, the record of success or failure to educate the child in the various placements proposed, the apparent good faith (or lack thereof) of the school district or parents, and the way in which the case was presented. A noteworthy finding was the apparent preference in most of the States studied to make less restrictive placements.2/

State Implementation of the LRE Requirement

While it is at the local school district level that placement decisions are usually made and the LRE requirement applied, the States have a responsibility to provide leadership -- to establish and disseminate State policies and procedures, provide guidance, and monitor implementation. To examine how the States were carrying out their responsibilities in implementing the LRE requirement, an analysis was conducted of the 1978 State Annual Program Plans, together with the supporting documents that most

States choose to append -- administrative manuals, new State legislation, regulations, and monitoring forms.3/ The study was designed to obtain a general overview of the range and specificity with which the States addressed the LRE provision, and to identify exemplary practices in placement-related aspects of P.L. 94-142. Highlights of the findings follow.

Administrative manuals. Many States provided detailed guidance on placement in the form of administrative manuals, and these documents frequently proved to be the richest source of information concerning a State's placement procedures. Typically they included information on eligibility requirements, definitions of handicapping conditions, recommended instruments for assessments, suggestions as to appropriate placement options, and requirements for facilities. In these areas, the States would appear to be providing extensive guidance to school districts.

LRE policy statements. In issuing LRE policy statements most States repeated the language of P.L. 94-142 verbatim (i.e., "to the maximum extent appropriate . . ."). Approximately 40 percent provided their own definition of LRE, and frequently the definitions referred to "mainstreaming" in explaining the concept. For example, one State Annual Program Plan indicated that LRE was "the best education at the least distance from the mainstream of their peers."

Continuum of services. The States emphasized the provision of a continuum of services, and many States provided guidance on its use. Most States specifically advocated the provision of a continuum of alternative placements and required school districts to assure that they, in turn, would provide a range of placement options. Slightly more than half the States addressed the order in which options should be considered. Those States that provided guidance expressed a strong preference for beginning with regular school options before considering more restrictive placements. A majority of States advocated regular classroom placement as the preferred option.

Criteria for determining an LRE placement. About half of the States indicated that restrictiveness should be taken into account when determining placements, along with proximity to the child's home and individual needs as reflected in the individualized education program, but did not set forth specific criteria. Other States mentioned the possibility of considering the particular handicapping condition involved, the child's age, the

placement preferred by the parents, the child's adaptive behavior, quality of services, and the potential effects of particular placements.

Some States additionally specified factors they said should not be permitted to enter into the placement decision, chief among them being the unavailability of options, lack of transportation, and costs. These States thought that consideration of these factors would lead to placement decisions based on factors other than the child's need. A number of States also indicated general criteria (mainly the IEP and recent evaluation data) for determining if a child should be moved to a less restrictive environment.

Requirements for placement meetings. More than 75 percent of the States specified four types of participants in conferences devoted to a child's placement -- a representative of the administration (either the building principal or the director of special education), parents, the child's teacher, and "other appropriate personnel." About half the States included diagnosticians and 29 listed the child, although only five of these suggested when inclusion of the child would be appropriate (with Massachusetts saying, for example, that the child should attend at his or her own request and Missouri saying the matter should be decided by mutual agreement between the parents and the agency).

One major finding was that more than half the States mentioned or specified a sequence of placement decisionmaking, although few set forth the relationship between placement meetings and meetings for the development of individualized education programs. Also, little uniformity was found in the duration of the placement process, with the States differing widely in the time allowed between any two activities (e.g., assessment and placement), and only a few establishing time spans from the beginning of assessment to the placement meeting.

Ancillary activities. Almost all States indicated in their 1978 State plans that they provided, or intended to provide, inservice training related to the LRE requirement. Most States also specified placement and the LRE requirement as specific focuses of State monitoring activities, which usually consist of a combination of on-site visits and written reviews.

Notable State practices. The study found a number of notable practices in making the LRE concept a reality. A case in point was the process reported by South Dakota for integrating handicapped students who had previously been placed in separate special

education programs. First, the special education teacher visits the projected integration site and helps plan and structure a program. Subsequently, there is a review of the proposed placement and program by the placement committee. If a change in placement is approved, the special education teacher and the receiving teacher work out activities and arrangements that will prepare the child for the new setting. During this preparation period, the receiving teacher visits the special education classroom to observe, and both teachers maintain contact with the child's parents. When the time seems right, the shift to the new environment is made.

School leaders in Kansas seek to go beyond the establishment of special programs (e.g., self-contained classes and resource rooms) to what they described as "applying the principle of normalization to each learning experience." Also, Kansas requires that placements be rigorously reviewed at least every 12 weeks.

California has established a procedure by which children are represented even if neither parent can attend a placement meeting. In such instances, "a pupil services worker in the district, but not supervised by the principal . . . attends as a child advocate."

In general, the study suggests that the LRE concept has been the focus of widespread attention within the States and has attracted solid support, but that the States have been slow to venture beyond the language of the Act and its accompanying regulations in explicating the particular activities that local school districts should be engaged in.

What Placements Are Available for Handicapped Children?

The requirement that the States ensure the availability of a continuum or variety of alternative placements to meet handicapped children's various special education needs does not extend only to State education agencies, local school districts, and intermediate education units. It also bears on State correctional facilities and such other State agencies as their welfare departments and departments of mental health. State and local agencies have responded with a variety of approaches. Some States simply use the basic placement options mentioned in the Act. Others add such options as extended diagnostic placement, group homes, and vocational education. In short, the kinds of placement options available for handicapped children vary from State to State. It is noteworthy, however, that in the 1978

Annual Program Plans submitted to the Bureau, two-thirds of the States elected to include strong and clear statements in support of the continuum of placement options.4/

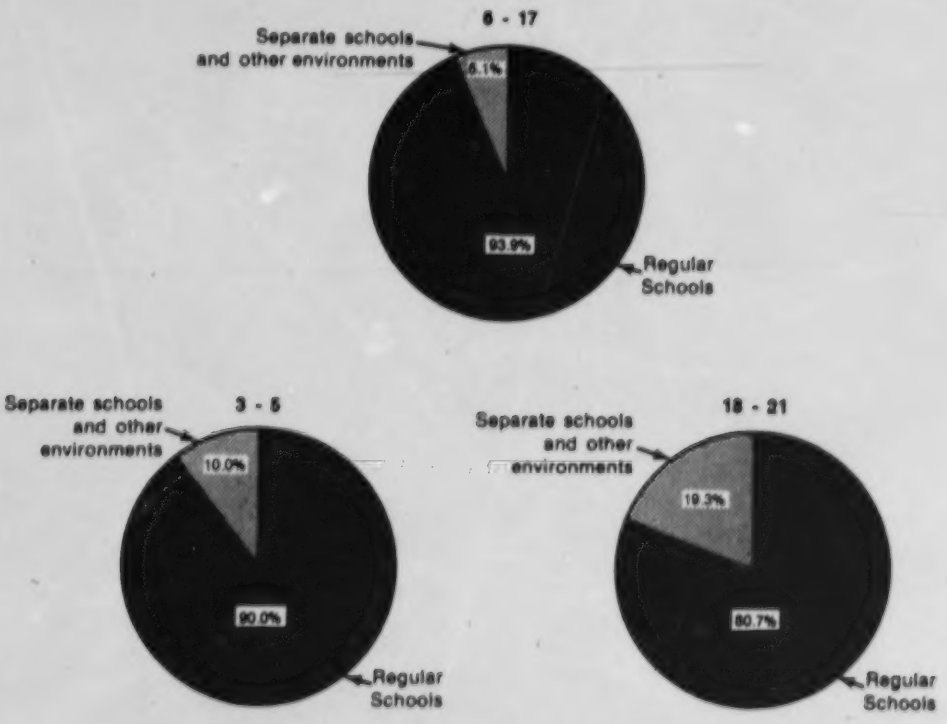
Placements in 1977-78

Because of the variety of State approaches to the concept of a continuum of alternative placements, the Bureau asked the States to include in their 1979 State plans information on the number of handicapped children receiving educational services in each of four broad placement categories: regular classrooms, separate classrooms, separate school facilities, and other environments (such as homebound or hospital instruction). These State plans contained information for the 1977-78 school year.

As shown in figure 2.1, approximately 94 percent of handicapped children between the ages of 6 and 17

See Appendix D, Table D-2.1

Figure 2.1 Percent of All Handicapped Children Served in Regular Schools by Age Group, School Year 1977-78



received educational services in regular public schools during the 1977-78 school year. This is a modest increase from 93 percent in the 1976-77 school year, and marks a slight decline in the percent of school-age handicapped children placed in separate public and private day schools or residential institutions, rather than in regular school buildings.

The data also indicate a modest increase in the number of placements in regular schools for preschool handicapped children. About 90 percent of the handicapped children between the ages of 3 and 5 received educational services in regular public schools during the 1977-78 school year, compared with 88 percent during the 1976-77 school year. It seems clear that States are making commitments to serving preschool handicapped children within the regular public schools.

However, for students in the 18- to-21-year age range the data indicate that there are proportionately fewer placements in regular schools. In school year 1977-78, about 81 percent of such students received educational services in regular public schools, whereas in school year 1976-77 the proportion was 83 percent.

As figure 2.2 indicates, the proportion of school-age handicapped children placed in either separate school facilities or other educational environments declined slightly from school year 1976-77 to 1977-78, while placements in separate classes in regular schools remained relatively stable. The major change over the two school years has been an increase in regular class placements -- from 67.85 percent in school year 1976-77 to 69.31 percent in 1977-78. Changes at this level are not necessarily related to the implementation of less restrictive placement policies, but may simply reflect an increasing proportion of mildly handicapped students (e.g., learning disabled children) being served.

Do Placements of Handicapped Children Differ by Handicapping Condition and Age Level?

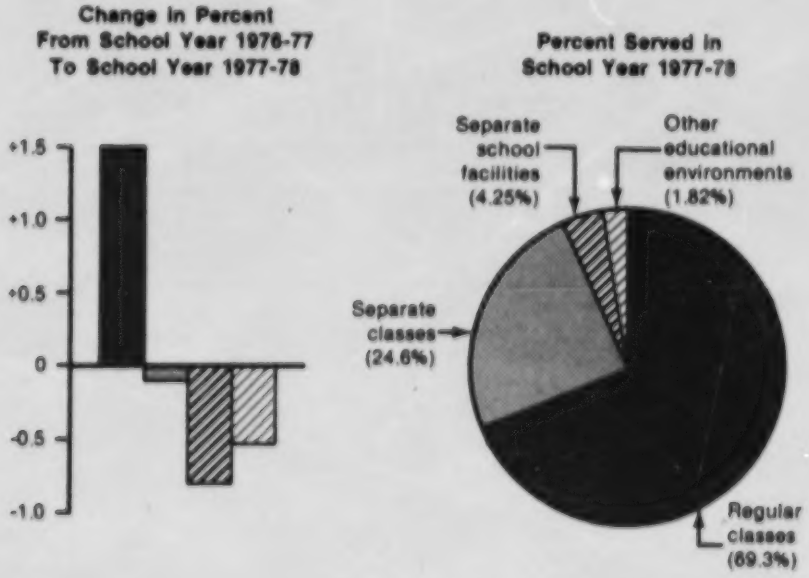
While the data show that the regular classroom has become the predominant education setting for handicapped children, the situation varies in accordance with the nature of the handicapping condition. As figure 2.3 shows, the regular classroom was overwhelmingly deemed the appropriate placement for the two largest groups of handicapped children -- those with speech impairments and those

with learning disabilities. By contrast, the figure for deaf children was only 17 percent.

As for placement changes specific to particular handicapping conditions, trends can be identified for the categories of speech impaired, mentally retarded, and visually handicapped. There have been decreases in the proportions of speech impaired children served both in separate facilities (1.1 to 0.6) and in special classes (9.8 to 7.7), and an increase in the proportion served in the regular classroom with support services (88.7 to 91.4).

The picture differs for the mentally retarded. In this case the proportion of children in regular classes has declined over the two school years by 1.5 percent (37.7 to 36.2), while placements in separate classes have increased (51.2 to 52.8). One possible explanation for the decrease in regular class placements is that more mildly mentally retarded children are being fully integrated into regular classes and thus are no longer counted among children receiving special education services. Another possible explanation is that following reevaluations, some of these children have been

Figure 2.2 **Difference in Percent of Handicapped Children Served (Ages 6-17) in Four Educational Environments, All Conditions, School Year 1976-77 to School Year 1977-78**

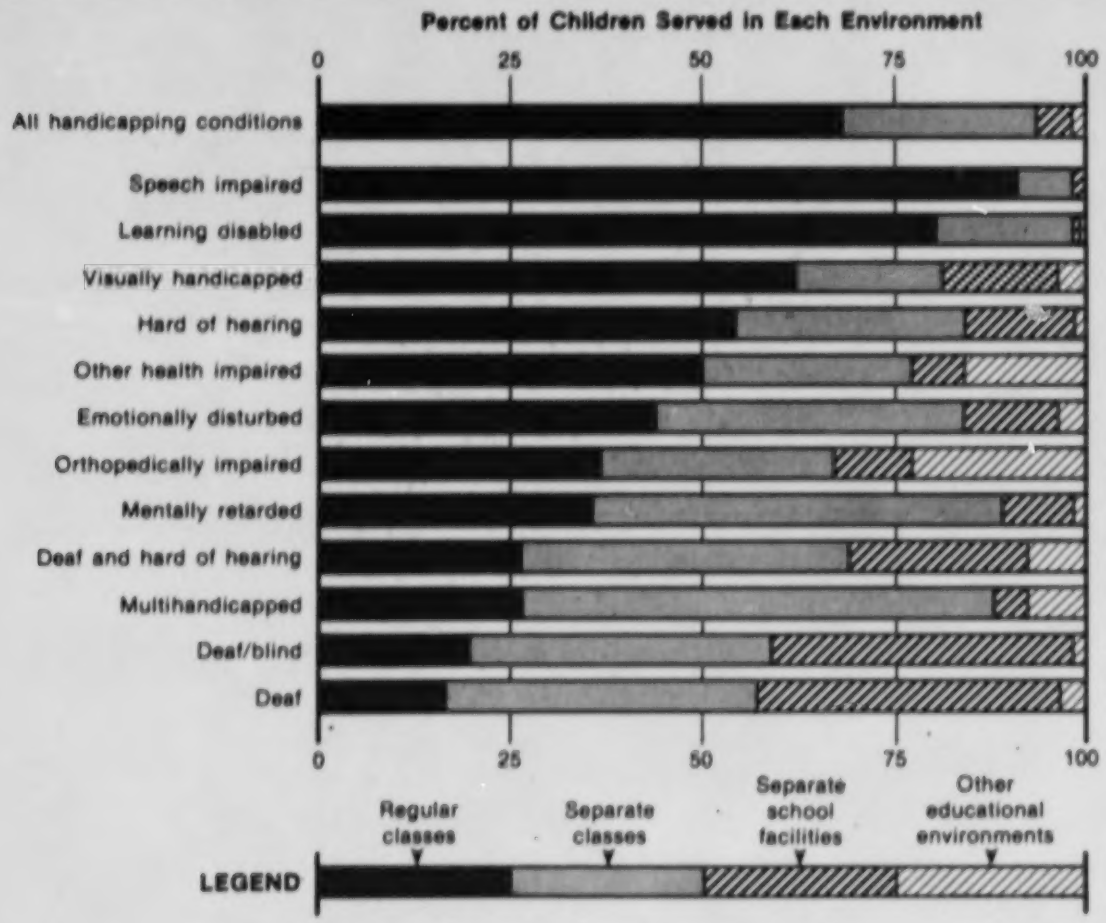


reclassified as learning disabled. If these reclassified children were previously among the group of mentally retarded children receiving a substantial portion of their educational program in the regular class, there deletion from the mentally retarded category would decrease the proportion of mentally retarded children in regular classes. The proportion of mentally retarded children educated in separate schools or other educational environments has remained stable at 11 percent.

Yet another pattern results for visually impaired children. Fewer visually impaired children are being served in separate facilities (21.9 to 15.3 percent) and more in regular classes (58.0 to 61.1 percent).

See Appendix D, Table D-2.3

Figure 2.3 Environments in Which 3-21 Year-Old Handicapped Children Were Served During School Year 1977-78



However, there is also an increase in the percent of visually impaired children served in separate classes (16.2 to 19.7) -- again, a probable consequence of moving children out of separate facilities and into regular schools.

State Variation in Placements of Handicapped Children

Placement patterns vary dramatically from State to State, as an examination by particular handicapping condition demonstrates. Whereas, for example, Idaho and Pennsylvania serve less than 1 percent of their school-age mentally retarded children in regular classes with support services, Alabama, Louisiana, and South Dakota serve over 75 percent. Delaware serves less than 5 percent of orthopedically impaired children in regular classes; the figure for another small State, Rhode Island, is 97 percent. In Vermont, 74 percent of school-age children with severe emotional disturbances are placed in separate facilities, whereas Utah, South Dakota, and Idaho serve over 90 percent of such children in regular classes.

These wide differences probably reflect historical practices or traditions in the way children with particular handicapping conditions have been served in certain parts of the country. Still, the variability across States suggests that there well may be students who are not placed in the least restrictive environment. As part of its monitoring responsibilities, the Bureau is now investigating placement variations.

How Placements Are Determined

Previous sections of this report examined the nature and extent of State guidance concerning implementation of the LRE provision and the resulting placements during 1977-78. This section examines how placements of handicapped children are determined at the local level.

Administrative Procedures

Under the P.L. 94-142 regulations, each placement decision is to be made by a group of persons who are knowledgeable about the child, the meaning of the evaluation data, and the placement options. Bureau-initiated case studies of nine school districts in three States show that placements typically were in fact determined in group meetings and that in general the composition of the group also met the requirements of the Act.3/ More school

district staff in these sites are involved in the committee placement decision today than prior to 1977, and the committee process has grown more formalized.

Across the sites, organizational arrangements for the placement decision differed widely. In some, placement decisions were made on a central office or regional basis, in others at the building level, with a central office sometimes being given authority to review the decision. In a number of cases a single meeting served to review assessment results, determine special education eligibility, develop the IEP, and determine placement; in yet others, recommendations were made only after several meetings.

Frequent participants in building-level placement meetings were principals, school psychologists, social workers, nurses, special education teachers, regular teachers, and parents. Participation of regular teachers and parents seemed to be increasing. In one school district, for example, parents were found to be attending placement meetings about 85 percent of the time.

In sum, the case studies demonstrate that in making placement decisions, school districts use the considerable flexibility allowed by P.L. 94-142; that these decisions are generally made in group meetings; that members of these groups generally meet the criteria for participation specified in the Act; that more parents and members of school staffs are participating in placement meetings; and that the process has tended to become formalized.

Placement Decisionmaking

What constitutes an appropriate educational placement for an individual handicapped child is, of course, a matter for local determination. However, the law requires that three basic principles be observed. The first is that decisions must be made individually rather than by categorizing the child as belonging to a particular group or carrying a particular label. The second is that placements are to be based on the particular child's needs as represented by that child's individualized education program, with appropriate consideration being given to the least restrictive environment provision. And the third is that placement decisions are to be based on the child's needs, not the availability or unavailability of a placement option.

Traditionally, services and placements have been closely linked; that is, the decision to provide a particular service -- for example, services to mentally retarded children -- was also a decision to

serve children in a particular setting or facility, such as a separate school. Case studies have found that many school districts are beginning to sever this link by adding new programs which expand options.6/,7/ Thus studies of 22 school districts in the 1978-79 school year found that every district -- rich or poor, urban or rural -- either expanded existing services or expanded placement options.8/

Out-of-school placements were reported in many case study sites to have decreased.9/ For example, the school board in one suburban site approved new public school programs for emotionally disturbed and blind children who had formerly been served in out-of-State facilities.

Services to both younger children and secondary school students increased, although districts did not typically have the resources to simultaneously extend new services to both groups.10/ For example, one district introduced a program for severely handicapped children in the 3- through-5-year age range. Another provided programs for high school learning disabled students for the first time. Still another began serving emotionally and behaviorally disturbed adolescents; five options were created for these students, ranging from learning centers to day and residential programs for small groups.

Rural districts seemed to make the greatest strides in LRE implementation.11/ For example, in one site, prior to P.L. 94-142 virtually all handicapped students had been served in special education facilities separated from nonhandicapped students. In 1978-79, however, two resource rooms and one self-contained classroom were established in each elementary school, and plans for 1979-80 included resource rooms in all junior high and high schools.

The general picture emerging from the studies is that while there are needed areas of improvement in local placement decisionmaking, school districts have made considerable progress. While some placement decisions continue to be based on whether a particular kind of service is already available, new services are being added and the number of existing services is being increased, with the result that more special education students are being served in neighborhood schools.

Impact on Parents and Children

"How do you know what's a right decision? . . . You don't . . . I agonize . . . ."12/

Parent reaction to the least restrictive environment provision is inevitably based on their own child and their views of the child's special needs. The issue tends to be seen as a choice between a "mainstreamed" placement, where their child will be integrated with nonhandicapped children, and a special class or school where the child will be educated primarily or exclusively with other handicapped children. Further, parents' views of their children's special needs are balanced with their views of the classroom teacher's ability to meet those needs. Case studies find that most parents of handicapped children heartily embrace the idea of less restrictive placements. Others, however, while supporting the concept in the abstract, do not want such placements for their own children. Consider the following examples of parent reactions taken from a case study of the impact of P.L. 94-142 on the child and family:13/

> With the normal kids at the preschool talking all the time, her language has really come far. I'm very pleased with that program. I'd like to keep her with normal kids as long as I can, as long as she is doing well and can handle it.
>
> * * *
>
> In his private school, Jerry was one of 50 kids severely handicapped in a similar way. In the public school, he is unique so they are willing to go a little extra for Jerry. If they had 30 Jerrys in a class, they just couldn't meet his needs in the same way. I just think that mainstreaming is the correct way to go . . . . Jerry is now mainstreamed in a regular class in the 5th grade. He comes in so wonderfully, sits down, stands up, pledges allegiance to the flag. Now there is really no need for an aide to come in with him.
>
> * * *
>
> I used to hide behind the tree outside the playground and just watch. It was painful to see him with regular kids, that retarded kid of mine. Then one day, I went up to get him after school and for a few moments I couldn't find him! He looked like all the other kids! His posture, the way he walked, everything . . . . I think separate schools where every kid has the same

> disability is the worst thing you can do for a kid. It just serves to reinforce the disability.

On the other side of the coin are such reactions as the following:

> My son is the only handicapped child in his school and I think it has created some behavior problems. I feel that it may be lowering his self-image. So I think that maybe if he's in a program where there are other handicapped children somewhere, he'll find his niche, he won't always be last or alone, or isolated.

* * *

> Ideally, I think mainstreaming is a terrific concept, but it just doesn't fulfill all the needs of my daughter. I think that it's important to be with some kind of a group that they can really relate to. They're so much different that they can never really be part of a regular classroom. They miss out on so much socially because of their handicap.

Thus, on the one hand, many parents perceive mainstreamed settings as more appropriate because of the role and behavior models available, the efforts of school staff to accommodate the child, and the benefits of the mainstreaming experience. On the other hand, some parents view mainstreamed settings as social isolation of their children and seek environments where they think their children may be more comfortable and accepted, in addition to having their educational needs met.

Impact of the LRE Provision on Regular School Staff

During the 1977-78 school year, the prospect of implementing the various provisions of the Education for All Handicapped Children Act generated apprehension in some areas. At the building level, P.L. 94-142's LRE provision was often interpreted as requiring across-the-board "mainstreaming" (a sometimes confusing word that in fact the Act and regulations never use), which in turn was interpreted as meaning that handicapped children would be "dumped" willy-nilly into regular classrooms. Such comments as the following, voiced in a study of teacher concerns, were not uncommon.14/

From an elementary classroom teacher and language arts specialist: "I hear rumors about these changes. Someone in the building told me I would be responsible for language arts for all the handicapped kids. I said: 'You've got to be kidding! I'm not trained for that.'"

* * *

From a secondary art teacher: "It's not fair to place students into classrooms where they can't keep up with the work or can't use the equipment or materials. The classroom shouldn't be used as a day care center or for rehabilitation without proper facilities."

* * *

From a first grade teacher: "Time is the factor. There's no way a teacher like me can give the extra attention the handicapped child needs."

The extent of concern about "mainstreaming" differed among States, among school districts, and even among schools within school districts, and seemed related to the extent of information about P.L. 94-142 and of prior experience with handicapped children. The more knowledgeable school staffs had fewer fears about the LRE.

Case studies of P.L. 94-142 implementation also found that some teachers and principals were concerned about the inadequacy of their training, the lack of appropriate facilities and specialized staff, and the reduced time that presumably would be left to spend with nonhandicapped children.15/ These studies also found, however, that as implementation of P.L. 94-142 progressed, teacher anxieties across the nine sites generally lessened. Indeed, in a number of sites the teacher resistance anticipated by central office staff did not materialize, particularly as it became clear that the Act did not really involve placing large numbers of severely handicapped students in regular classrooms.

The question nevertheless remains as to whether LRE placements made teaching more difficult for regular classroom teachers. The answer appears to be dependent on such matters as the extent of inservice preparation given to the teacher, the support and special education resources made available, and the degree to which the teacher individualizes instruction for nonhandicapped children in the classroom.16/,17/,18/ The difficulties for the

classroom teacher clearly increase if these elements are missing.

Experience to date indicates that the most critical factors for the regular classroom teacher may be those involving support.19/ Case studies have found that implementation of the LRE concept goes most smoothly in schools where the principal supports integrating handicapped children into regular schools. Also important is the relationship between regular classroom and special education teachers, and the nature and extent of assistance that special education teachers are prepared to provide, especially in the coordination of the child's program. Finally, the availability of aides and assistants can be crucial. In one site, for example, aides in a math class help code material so that visually impaired children can see the math problems. In another, a nonverbal, orthopedically handicapped student is totally mainstreamed in her sixth-grade class, thanks to a full-time assistant who helps her communicate, eat, and move around in the wheelchair.

As for relationships between parents and teachers, teachers seem to be gaining a new appreciation of the extent to which parents can serve as a resource; and parents are learning the advantages of working closely with teachers.20/ For example:

> If I can make teachers understand to use me as a parent to be their ally as opposed to their antagonist -- then we can really change the world.

In sum, the following sentiment is not atypical of regular teachers:

> At present I have incurred slightly more problems as a result of the mainstreaming program within our school . . . (but) I do feel that mainstreaming if used well is excellent (for many handicapped children).

Conclusion

In general, the studies suggest that considerable progress has been made in implementing the least restrictive environment requirement. This progress is perhaps best reflected in the findings that appropriate state policies are generally in place, and that during the 1978-79 school year existing services and options were expanded and new programs added. Still, State variations in placement practices indicate that children in some locations

are still not being placed in the least restrictive environment. Bureau monitoring efforts (more fully described in chapter 5 of this report) will focus on this variation.

NOTES

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2. Ibid.

3. Brandis, M., Rader, J. and Halliwell, R. Study of Procedures for Determining the Least Restrictive Environment Placement of Handicapped Children (Draft Report on Activity I). Silver Spring, MD: Applied Management Sciences, 1979.

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7. Stearns, M.S., Green, D. and David, J.L. Local Implementation of P.L. 94-142 (Draft Year I Report). Menlo Park, CA: SRI International, 1979.

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15. Blaschke. op. cit., 1979.

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17. Pennsylvania State Education Association. Mainstreaming Survey, 1978.

18. Stearns, Green, and David. op. cit., 1979.

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20. Brightman and Sullivan. op. cit., 1979.

3. What Services Are Being Provided?

One key aspect of the "free appropriate public education" assured under Public Law 94-142 is the provision of special education and related services. "Special education" is defined as "specially designed instruction, at no cost to the parent, to meet the unique needs of the handicapped child", and "related services" are defined as "transportation, and such developmental, corrective, and other supportive services as may be required to assist a handicapped child to benefit from special education."

To ensure that these services are actually afforded and in general to ensure that the law achieves its purposes, P.L. 94-142 requires each child to be educated in accordance with an individualized education program (IEP). In reviewing the legislative history of the Act, it is clear that the Congress regarded the IEP as a -- perhaps the word is "the" -- central mechanism.

The IEP requirement is revolutionary in concept. Traditionally, special education had been dominated by a categorical approach which assumed that handicapped children sharing the same label (e.g., "mentally retarded" or "speech impaired") also shared the same needs, and that these needs could be met with standard programing in a common setting.[1/] In fact, however -- as the Congress recognized -- two children carrying the same label can be as different as two children with different labels, or no labels at all. A child with an articulation difficulty and an aphasic child might both be labeled "speech impaired," but they would nonetheless have very different needs for special education and related services. The IEP mandate changes the focus of educational programing from one based on categories to one based on an evaluation of the individual child.

Many educators viewed the onset of the IEP mandate both with apprehension and skepticism -- endorsing the principle of individualization but arguing that the logistics, time, and effort involved would impose a burden far out of proportion to the potential benefits. As for the status of the IEP mandate today, a national survey of 2,657 IEPs conducted by the Research Triangle Institute provides some useful clues.[2/]

What Do IEPs Look Like?

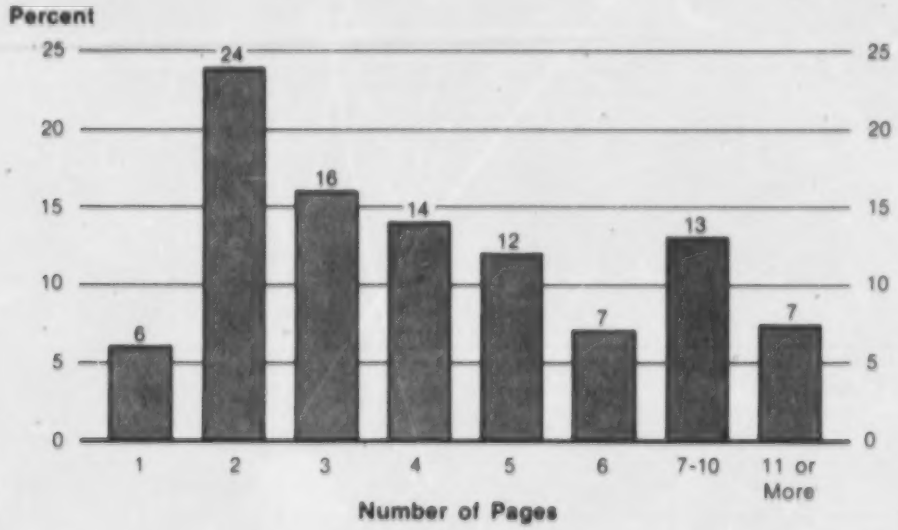
As shown in figure 3.1, IEPs typically prove to be two pages long. (These data and the data presented in other tables based on IEP survey findings are national estimates for the IEPs of public school children ages 3 through 21 in the continental United States on December 1, 1978.) While IEPs ranged in length from one page to 47, almost half (46 percent) were three or fewer pages. Federal regulations do not specify any particular length.

In carrying out the IEP requirement, some educators have added an implementation/instructional plan (IIP) document, with an IIP being developed for each annual goal cited in the IEP.3/ The IIP, which is not mentioned in P.L. 94-142, describes particular teaching strategies to be used in achieving instructional objectives.

Kinds of Information Provided

The P.L. 94-142 regulations require that IEPs contain the following elements: (1) the child's

Figure 3.1 Distribution of the Number of Pages in IEPs[1,2]



[1]Source: Pyecha, J. *A National Survey of Individualized Education Programs (IEPs) for Handicapped Children*. Research Triangle Institute, August 1979.

[2]Percentages do not add to 100 due to rounding.

present levels of educational performance, (2) annual goals, (3) short-term objectives for achieving the identified goals, (4) special education and related services to be provided, (5) a statement of the extent to which the child will be able to participate in regular education programs, (6) the projected dates for the initiation and anticipated duration of services made available, and (7) objective criteria, evaluation procedures, and schedules for determining, at least annually, whether short-term objectives are being achieved.

However, the regulations do not specify the format of the IEP, and, as is evident in table 3.1,

Table 3.1 Percent of IEPs Containing Information Not Mandated by P.L. 94-142[1]

Information Heading	Percent of Students with IEPs that: Include Heading	Include Heading and Have Information Entered
Student Descriptive Characteristics		
Student's age or birthdate	82.2	79.0
Student's handicapping condition	26.6	25.1
Student's sex	13.4	12.6
Student's race	6.7	6.2
Student's school attendance record	3.1	1.5
Assessment Information		
Assessment data to support present level of performance	36.4	30.2
Student's strengths	23.3	19.6
Date of the assessment of present level of performance	23.0	19.7
Student's special interests	1.9	1.3
Placement-Related Information		
Personnel responsible for services	67.3	60.4
Placement recommendation	65.5	61.4
Rationale for placement or services	22.3	19.7
Instructional-Related Information		
Recommended instructional materials, resources, strategies or techniques	59.5	52.0
Priority listing of annual goals	17.0	14.8
IEP Participation/Approvals		
Participants in the IEP process	87.0	83.4
Titles of individuals who approved the IEP	75.6	71.7
Parental approval	73.6	56.3
Signature of individuals who approved the IEP	61.4	55.4

[1]Source: Pyecha, J. *A National Survey of Individualized Education Programs (IEPs) for Handicapped Children*. Research Triangle Institute, August 1979.

most school districts call for information the law does not require. Some of this information is routine, covering such matters as age and handicapping condition. But there are other, more complex, additions. In the area of assessment, for example, over one-third of the IEP forms used in the Nation's schools ask for assessment data to support statements of the child's current levels of performance. Close to one-fourth request a section focused on student strengths. The majority call for the placement recommendation and the personnel who will be responsible for providing services to the child. Over half require information concerning recommended instructional materials, resources, strategies, or techniques.

More than four-fifths of the IEPs nationally call for a listing of participants in the process. Approximately three-fourths ask participants to indicate their approval of the IEP, and over one-half have space for signatures to indicate parent approval.

In sum, far from restricting themselves to the mandated IEP requirements, most of the Nation's schools -- at State or local option -- are electing to include additional data. Typically, three types of data are asked for -- student descriptive information, supporting information (e.g., assessment data and instructional strategies), and names and signatures of persons who have participated in the IEP process and approved the IEP.

The extent of inclusion of mandated information in IEPs is shown in table 3.2. Virtually all IEPs of public school handicapped students (99 percent) contain a statement of specific educational services to be provided. Over 90 percent also include one or more of the following: present levels of educational performance, annual goals, and short-term objectives.

As for other areas of mandated information, most IEPs indicate dates for initiation of specific services to the child, anticipated duration of these services, and schedules and evaluation procedures for determining whether short-term objectives are being met. About 88 percent of the IEPs nationwide indicate that an annual evaluation is required for determining whether short-term objectives are being achieved.

A lower proportion of IEPs (about 62 percent) include a statement of the extent to which the child will participate in regular education programs, and only about 65 percent include proposed evaluation criteria. About one-half include at least one objective which has a statement of expected performance.

How Is Information Presented in IEPs?

This question focuses on the completeness of information included in the IEPs, so as to leave no doubt in the minds either of parents or of teachers regarding the nature and content of the program to be provided to the child.

Present Level of Performance

The national survey found that for public school handicapped children ages 3 through 21, about 65 percent of the IEPs specified present levels of functioning for reading and for oral or written English, and about 53 percent for mathematics. As displayed in figure 3.2, other frequently cited areas were social adaptation, motor skills, and speech. Another area -- general academic -- typically reflected intellectual functioning as indicated by an intelligence test. The high proportion of performance levels related to the area of speech corresponds with the relatively large proportion of handicapped children with speech impairments.

Table 3.2 Percent of IEPs Containing Information Mandated by P.L. 94-142[1]

Mandated Information Areas	Percent of IEPs With Information
Statement of the present level of educational performance	90.1
Statement of annual goals	94.4
Short-term objectives	91.1
Statement of specific educational services to be provided	98.9
Statement of the extent to which child will be able to participate in regular educational programs	62.4
Projected date for initiation of specific services	99.3
Anticipated duration of specific services	94.9
Proposed evaluation criteria	65.2
Proposed evaluation procedures	91.1
Proposed schedules for determining whether instructional objectives are being met	87.4
Assurances of at least an annual evaluation	87.5

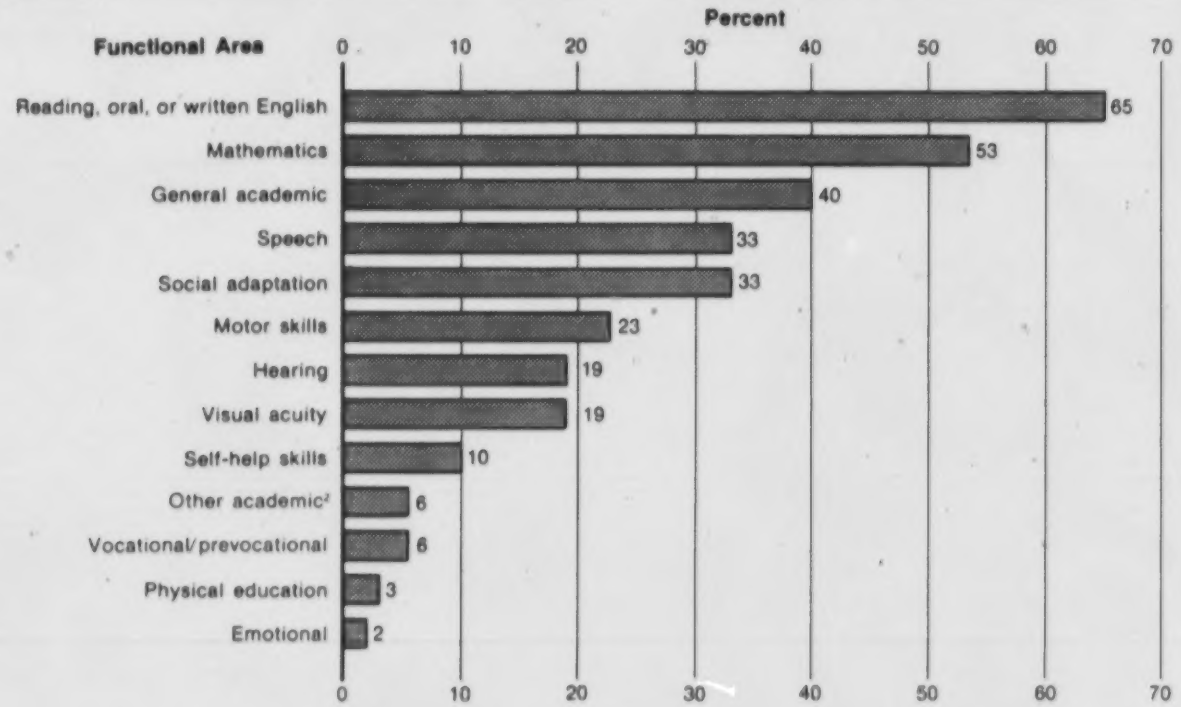
[1]Source: Pyecha, J. *A National Survey of Individualized Education Programs (IEPs) for Handicapped Children.* Research Triangle Institute, August 1979.

There are differences across age levels in performance areas addressed. For children in the 3- to-5-year age range, the most frequent areas specified were motor skills (52 percent of the IEPs) and speech (58 percent). As children reach the upper grades, the emphasis tends to shift to reading, oral or written English, and math.

A recent series of case studies found that some school districts produced very comprehensive assessment descriptions[4/], but that comprehensiveness was by no means universal. Some reported only the results of a single test, or noted simply that the child had "problems" in reading or math.

Nonetheless, based on reviews of 61 student files, a substudy of the national IEP survey found that in about one-third of the IEPs, actual

Figure 3.2 Percent of IEPs That Contain Performance Information About Specific Academic or Functional Areas (Ages 3-21)[1]



[1]Source: Pyecha, J. *A National Survey of Individualized Education Programs (IEPs) for Handicapped Children*. Research Triangle Institute, August 1979.

[2]This category included such areas as general health, kinesthetic or perceptual skills.

assessment of the child exceeded the assessment specified in the IEP document. One explanation is that teachers tend to include only major assessments on the IEP, a practice encouraged by a preprinted IEP format. Faced by a limited amount of space, those who prepare IEPs logically emphasize the results of the assessments, rather than the types of instruments or procedures used to obtain them.

Annual Goals and Short-Term Objectives

The national survey found that one-half of the IEPs containing goal statements cited 3.3 or fewer goals, and 50 percent of the IEPs with objectives specified 11 or fewer objectives. Less than 2 percent of the IEPs contained as many as 25 goals. A few were found to be closely tied to curriculum guides and to have referenced literally hundreds of curriculum objectives.

Concurrent case studies found that, in general, little distinction was made between goals and objectives.5/ Both terms were used to cover citations ranging from such general statements as "will improve in reading" to (far less often) highly detailed lists of specific skills. The case studies found that from the teacher's perspective, more general statements of objectives had several advantages. They provided flexibility in adapting to the needs and learning style of the child; and the more general the statement, the less adjustment would be needed as the child progressed.

Specified Services

Services provided in accordance with IEPs to handicapped children ages 3 through 21 are displayed in table 3.3. The table shows that about 63 percent of handicapped children are, according to their IEPs, receiving special education services in reading and in oral or written English. Approximately 46 percent are receiving special education services in mathematics, and about 28 percent are receiving speech services.

The services provided vary for children of differing age levels. As would be expected, there is less of an academic emphasis for young children. Special education services are provided in reading and oral or written English to about 36 percent of the children in the 3- to-5-year age group, and math services to 28 percent. A total of 60 percent of preschool children receive speech services, however, compared to the 28 percent average for handicapped children as a group. More younger than older children also receive special education services in

motor training -- about 38 percent of preschool handicapped children, as compared to the 13 percent national average for handicapped children. In sum, the services most frequently specified on the IEPs of preschool children are speech and motor skill training.

By the time students get to the 13- to-15-year age level, roughly corresponding to junior high school, the nature of special education services specified in their IEPs is predominantly academic. Some 73 percent receive special education assistance in reading, writing, or speaking; and 62 percent receive services in mathematics.

This emphasis on academic subjects is also reflected in IEPs for handicapped students in the 16- to-21-year age range, where the proportion receiving reading and oral or written English services is 70 percent, and the proportion receiving mathematics instruction is 53 percent. Physical

Table 3.3 Academic or Functional Areas for Which IEPs Contain Short-Term Objectives (In Percents)[1]

Academic or Functional Area	Student Age Levels				Total Ages
	3-5	6-12	13-15	16-21	3-21
Reading, oral, or written English	35.5	59.1	73.4	70.2	62.5
Mathematics	27.7	39.7	62.0	53.4	45.5
Other academic[2]	27.9	23.6	42.1	48.1	30.7
Social adaptation	25.2	15.1	23.0	23.4	18.2
Self-help skills	13.2	2.7	6.3	9.5	4.7
Emotional	0.1	0.3	0.3	0.4	0.3
Physical education	5.7	1.7	5.7	8.2	3.5
Motor skills	37.5	13.5	10.9	7.0	13.0
Speech	59.5	36.1	10.1	9.6	28.2
Visual acuity	10.1	7.1	5.1	3.7	6.3
Hearing	10.1	10.0	5.6	3.5	8.2
Vocational/prevocational	0.2	2.6	9.9	31.2	7.8
Other[3]	0.2	2.7	2.2	5.2	2.9

[1]Source: Pyecha, J. *A National Survey of Individualized Education Programs (IEPs) for Handicapped Children.* Research Triangle Institute, August 1979.

[2]Includes the combined academic areas of science, social science, general academic and other academic.

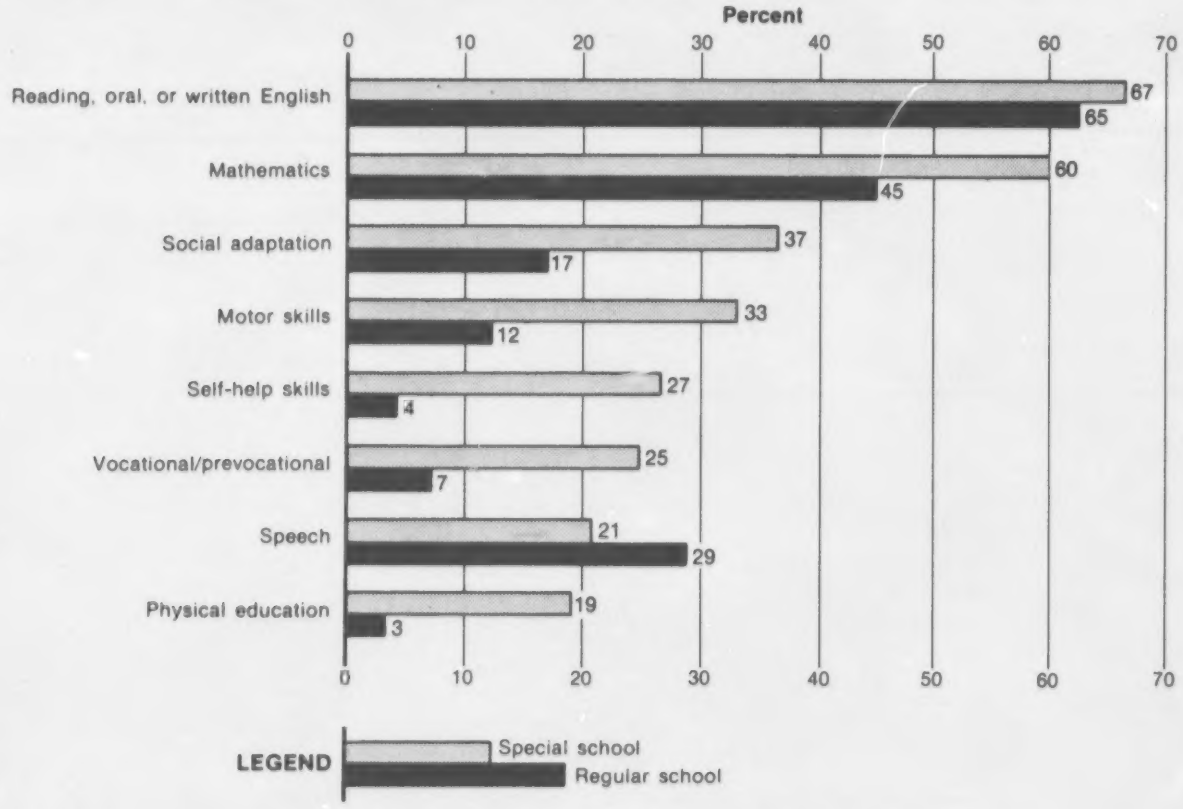
[3]Includes functional areas such as kinesthetic or perceptual skills.

education is specified in a higher proportion of IEPs -- though still only about 8 percent -- for this group than for any other, as are vocational/prevocational services, at about 31 percent.

As displayed in figure 3.3, the IEPs of students in special schools are more likely than those of students in regular schools to specify special education services in the areas of math, social adaptation, self-help skills, physical education, motor skills, and vocational or prevocational education. For reading and oral or written English there is little difference in the stress placed by regular schools and special schools.

In sum, as indicated by IEPs, special education services provided to handicapped children differ both

Figure 3.3 Academic or Functional Areas for Which IEPs Contain Short-Term Objectives by Special and Regular Schools[1]



[1]Source: Pyecha, J. *A National Survey of Individualized Education Programs (IEPs) for Handicapped Children.* Research Triangle Institute, August 1979.

by age group and by type of school. Preschool children are more likely than those in other age groups to receive speech services and motor training. The older the age group, the greater the emphasis on reading and math. Children in special schools, more often than children in regular schools, receive special education services in such functional areas as social adaptation, self-help skills, and motor skills.

Across age levels, the IEPs of only about 3 percent of handicapped children in the public schools indicate that special or adaptive physical education will be provided. IEPs specifying special or adaptive physical education tend to be for students in special schools, but even here such services are indicated for only 19 percent of the students. Similarly, the IEPs of only 7 percent of children in regular schools specify vocational or prevocational services. The bulk of the students for whom these services are indicated appear to be between the ages of 16 and 21, and to be predominantly in special schools.

Related Services

According to the survey findings, about 13 percent of handicapped children served in the public schools receive "related services." (The survey counted speech as a special education service — not as a related service.) About 10 percent receive a single related service and the remaining 3 percent receive two or more. As figure 3.4 shows, the most common related services are transportation and medical services. The latter most frequently include services provided by nurses, along with visual examinations and diagnostic evaluations. In general, related services are more often specified in the IEPs for handicapped children in special schools than those in regular schools.

Overall, the number of handicapped students receiving related services may be lower than the number of such students needing related services. Both independent studies and the findings of several Bureau compliance reviews noted that in some school districts related services were based only on what was available, not what was needed.6/,7/

Do Children Actually Receive the Services Specified in IEPs?

As previously mentioned, a substudy of the national survey of IEPs selected 61 students from 61 schools in 25 school districts for additional study. The substudy sought to determine the extent to which

special education and related services actually received by these students compared with services specified in their IEPs. Specifically addressed were the types of placements, the number of hours per week that the student received special education and related services, the related services provided, and the beginning dates and duration of services.

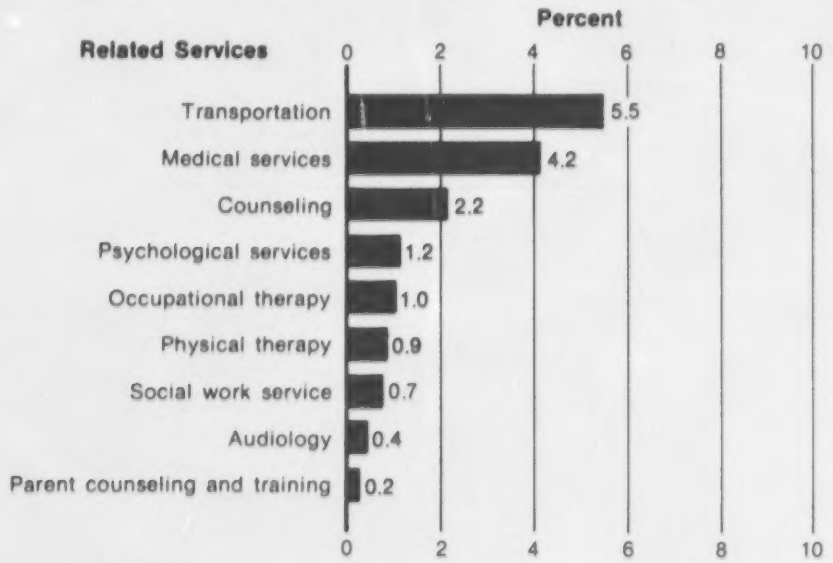
Overall, the match between the IEP and the services received by the child was found to be close, with the disparities that arose seeming to be caused most often by the fact that the IEP form failed to provide space for this information.

Followup on the IEP Findings

During the fall of 1979, the Bureau prepared a draft policy clarification paper on the IEP requirement under P.L. 94-142.8/ (The final version will be published in the Federal Register and sent to the Congress for review under Section 431 of the General Education Provisions.)

The paper was written to respond to policy issues and questions raised during the first 2 years of implementing the P.L. 94-142 regulations. Many questions surfaced during a series of Bureau-sponsored public meetings attended by nearly 500 participants and conducted during the summer of 1979.

Figure 3.4 Types and Frequency of Related Services Specified in IEPs[1]



[1]Source: Pyecha, J. *A National Survey of Individualized Education Programs (IEPs) for Handicapped Children*. Research Triangle Institute, August 1979.

In general the paper: (1) restates the basic Federal requirement; (2) provides clarification where experience indicates that a more precise interpretation of the requirement is needed; and (3) answers some of the major new implementation questions that have been raised. In effect it is a clarification of the final regulations under P.L. 94-142, and thus the interpretations it includes will be followed by the Bureau in enforcing compliance with the law.

The Bureau is also preparing policy clarification papers on three issues concerning the provision of services to handicapped children. One issue is whether certain forms of mental health services (such as psychotherapy, psychological counseling, psychiatric counseling, family therapy, and psychoanalysis) are educationally supportive related services which must be provided under Part B of the Education of the Handicapped Act rather than ongoing medical treatment which would not be required by Part B. A second issue is whether, under Part B, catheterization is a related service which education agencies must make available to handicapped children to allow them to obtain a free appropriate public education. Third, is the issue of whether or not Part B of the Act prohibits an education agency from requiring that parents file insurance claims and use the proceeds to pay for services that must be provided as part of a handicapped child's access to a free appropriate public education.

These issues have surfaced where there is a need for clear guidelines as to responsibilities. As with the paper on the IEP requirement, the final versions of the paper addressing these issues will be published in the Federal Register and sent to the Congress for review under Section 431 of the General Education Provisions.

Another issue concerning the provision of services to handicapped children, called the extended school year issue, has surfaced as implementation of the Act has progressed. This issue basically involves the provision of special education and related services at public expense during the summer months. Federal policy on this issue (as expressed by the Department of Justice amicus brief submitted in the Armstrong v. Kline appeal) is that a rule limiting to 180 days the provision of special education and related services to any handicapped children does not assure that all handicapped children have the right to a free appropriate public education. That is, such a rule precludes the development of a program of special education and related services that meets the unique needs of the

child. An appropriate education must be tailored to the needs of each child.

Availability of School Staff

Each State, as part of its Annual Program Plan for implementing P.L. 94-142, submits to the Bureau a description of its Comprehensive System of Personnel Development (CSPD), a plan for identifying State preservice and inservice training needs.

New Special Education Teachers

The number of special education teachers available by type of handicapping condition served rose by 8.3 percent between 1976-77 and 1977-78, with the increase being especially noteworthy for teachers of learning disabled students as shown in figure 3.5.

Nonetheless, the number of teachers needed as of September 1, 1978, still exceeded the number available. According to State projections, some 64,000 additional teachers were needed for school year 1978-79, as compared with nearly 36,000 needed for school year 1977-78. Figure 3.5 indicates that the three areas of largest need continue to be for teachers of emotionally disturbed, learning disabled, and mentally retarded children.

Several factors relate to the continuing shortage of special education teachers. One is the number of certified special education teachers produced each year, with the current annual certification rate being approximately 20,000. A second is the attrition rate, which in the general teacher workforce continues to exceed 6 percent. This attrition rate represents those who leave the teaching field, and translates into a minimum of 14,000 special education teachers whose positions must be refilled each year just to stay even.

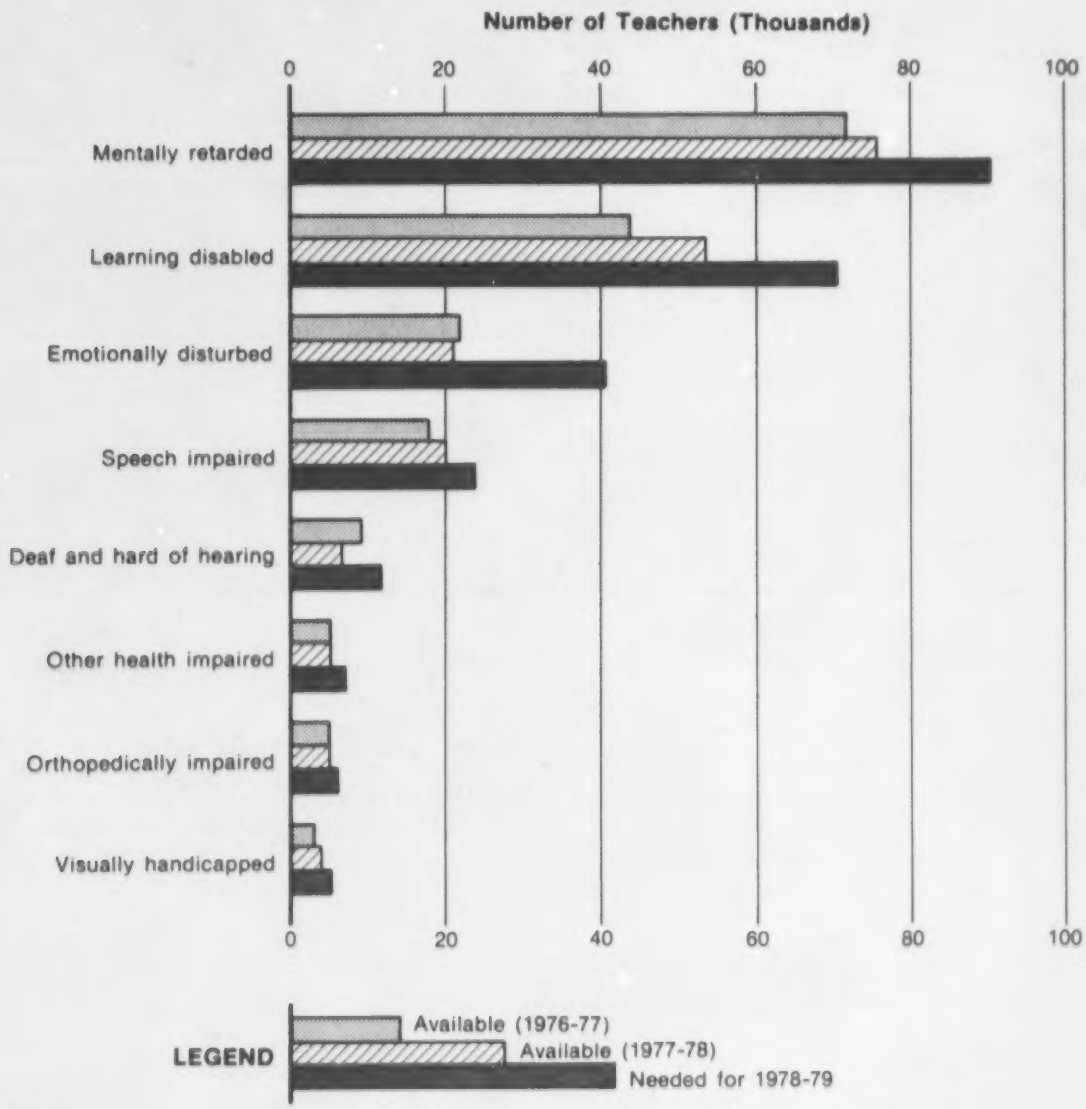
Given an average annual loss of 14,000 special educators and the current annual certification rate of approximately 20,000, the net gain is only about 6,000 a year. Moreover, not all newly certified special education teachers enter the workforce, and while figure 3.5 shows certain increases in the availability of special education teachers from school year 1976-77 to school year 1977-78, many of these teachers are not certified in special education. In 1976, the National Center for Education Statistics reported that approximately one-third of the teachers employed yearly by local school districts to teach the handicapped have not been trained as special educators.9/ Teaching staff who have learned new skills through inservice

training programs do not receive basic special education certification, though they may maintain or augment temporary or provisional certification through approved State inservice programs.

To help meet the needs for special education teachers who are certified, the Bureau awards training grants to institutions of higher education through the Bureau's Part VI-D discretionary grant

See Appendix D, Table D-3.5

Figure 3.5 Special Education Teachers Available and Needed by Type of Handicapping Condition of Child Served



program. These awards take into account three priority areas authorized by the Congress -- early childhood teachers, teachers of the severely handicapped, and general special education teachers. The Bureau estimates that in school year 1979-80 a total of $14,530,000 will be provided to institutions of higher education for the training of 4,540 new special educators.

Additionally, the Bureau uses Part D to fund the development and implementation of instructional models for the preparation of special educators. For example, a special project funded at the University of Arizona is designed to prepare Native Americans knowledgeable of the cultures of American Indian tribes to serve the handicapped in those settings. Another innovative project, funded at San Jose State University in California, will develop a preparation program to train bilingual/bicultural special education teachers.

Preparation of New Support Personnel

As shown in figure 3.6, there is continuing need for school staff who provide the related services called for in the Act. While the numbers of support staff available have increased by 13.2 percent from 1976-77 to 1977-78, 52,000 such persons are still needed for school year 1978-79, according to State projections. The areas of shortest supply are teacher aides, psychologists, and diagnostic staff.

Bureau priorities for the preservice training of support staff are in the areas of paraprofessionals or aides, physical education teachers, recreation teachers, interdisciplinary training, vocational and career education teachers, and the training of volunteers, including parents. The Bureau estimates that in school year 1979-80 some $5,664,000 from FY 1979 Part D funds will be awarded to prepare 2,340 new support staff in these priority areas -- including, for example, the training of 744 new paraprofessionals. Though most States do not allow aides to provide direct instruction, these aides can perform such activities as developing classroom materials and assisting in communications with parents.

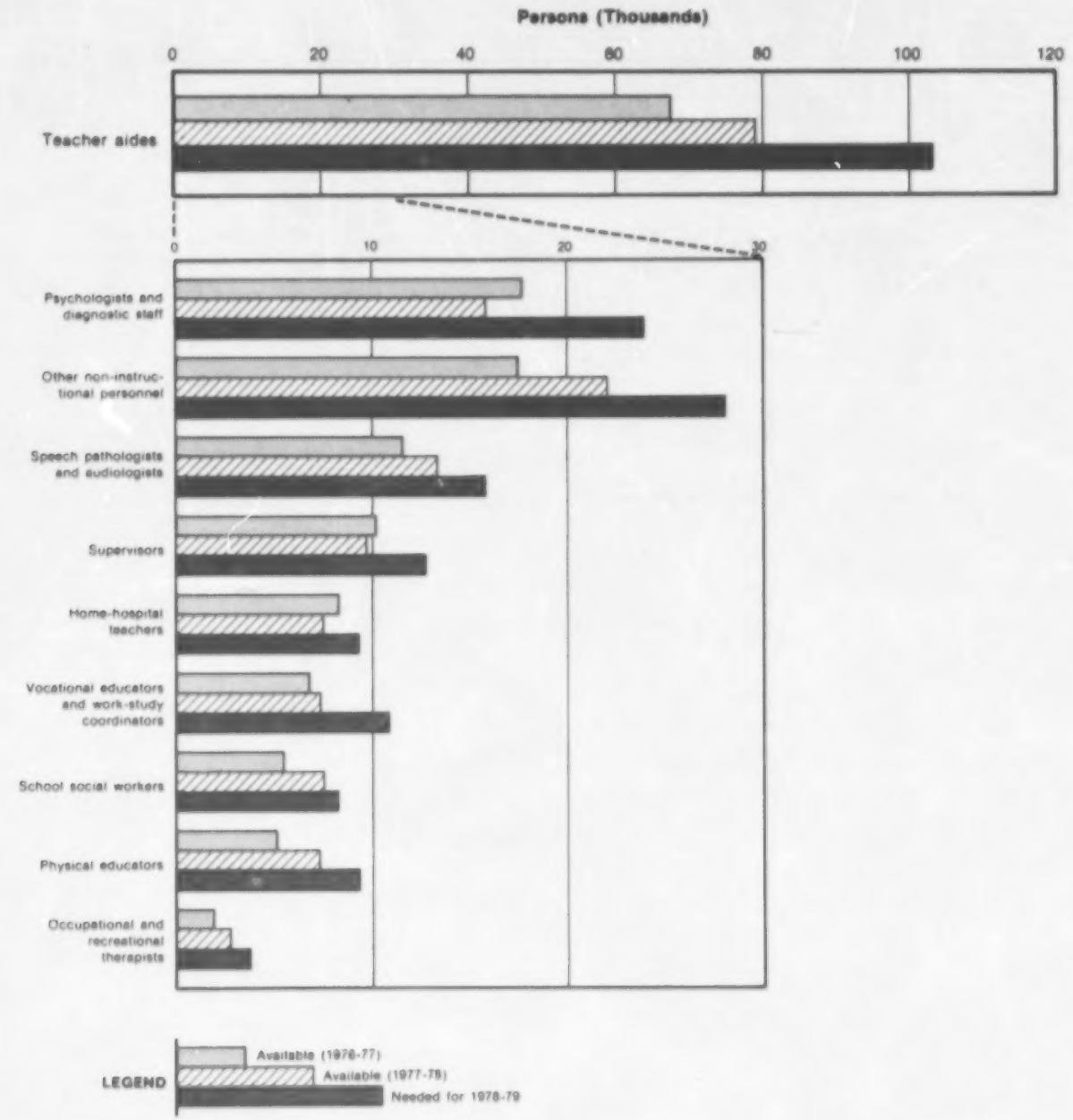
Training for Regular Classroom Teachers

In addition to the needs for new special education teachers and support staff, there has been a growing demand on institutions of higher education to provide special preservice courses that prepare regular classroom teachers to work with handicapped children. Toward this end more than 150 different projects have been funded to deans of colleges of

education to develop and field test models for changing elementary and secondary teacher training programs so as to incorporate special education activities.

See Appendix D, Table D-3.6

Figure 3.6 School Staff Other Than Special Education Teachers Available and Needed



Meanwhile, a project has recently been funded to share these strategies with deans of colleges of education who have not been part of this program. During its first year, the project has begun to assist such deans and their faculties to gear up for broadening the regular education curriculum so that colleges of education increasingly will be producing new regular education teachers who have been trained to work with handicapped children.

Improving Existing Services

The special education training situation is crucial and complex, involving not only the preparation of new people in special education but of teachers already in the field and even parents. Inservice training is defined (Sec. 121a 382(a) of the P.L. 94-142 regulations) as any training other than that received by an individual in a full-time program which leads to a degree. Implicit in the Act are basic changes in the organization and operation of the schools and in the responsibilities of special education and regular school staff and administrators, along with basic changes in the rights and involvement of parents of handicapped children.

As reflected in the previous section, the Bureau provides two types of assistance to States related to the Comprehensive System of Personnel Development (CSPD). Part D program funds are used to support projects that provide assistance both in the development of the CSPD and in its implementation. These grants are for preservice training, or for developing, field testing, and disseminating inservice training models to the States.

The Bureau's National In-Service Network project focuses on the implementation of the inservice aspect of the CSPD. This project provides the States with descriptions of inservice models developed by other funded projects, and directories of products produced by these projects. The National In-Service Network project also assists a limited number of States in implementing their inservice plan. This assistance includes identifying local trainers and inservice training models appropriate to the particular State, and the demonstration of successful practices. At present, the National In-Service Network includes 200 training projects that are responsible for training 40,000 teachers and for field testing training models so that they can be incorporated into programs at State and local levels.

Funds also have been provided for a dissemination project that works in conjunction with the National

In-Service Network project and focuses on disseminating projects which can be replicated, in part or in their entirety. It also assists States in identifying new and innovative models to be incorporated in their CSPD.

Basic support for the massive inservice training necessary to meet current needs for regular classroom staff as well as special education staff comes through Part VI-B of P.L. 94-142's formula grant program. Figure 3.7 shows the States' plans concerning training and dissemination activities for school year 1978-79. It is noteworthy that the major targets of State training and dissemination activities are parents of handicapped children. Of school staff, the primary focus is on regular classroom teachers, followed by special education teachers and teacher aides and administrators. Figure 3.7 shows the three major training areas for each group of personnel.

In addition to these training programs, 13 Bureau-supported Regional Resource Centers (RRCs) provide direct technical assistance to States and to local school districts. The Centers have focused on the P.L. 94-142 requirement that every handicapped child have an IEP. Toward that end, the Centers provide a wide variety of materials on the development, implementation, and evaluation of the IEP, and train teachers, administrators, supervisors, counselors, and parents in educational assessment of handicapped children and in educational programing for them. Four RRCs have sponsored demonstrations on the best IEP techniques.

Another major aim of the RRCs is to assist States in cooperative planning among various agencies serving the handicapped. In February 1979 the program sponsored a national workshop involving more than 230 State supervisors and directors of special education, vocational rehabilitation, and vocational education. As a result of the meeting, some 20 States worked out collaborative agreements based on a model designed by the Bureau to ensure coordinated services, particularly for the secondary level handicapped student.

Technical Assistance Activities

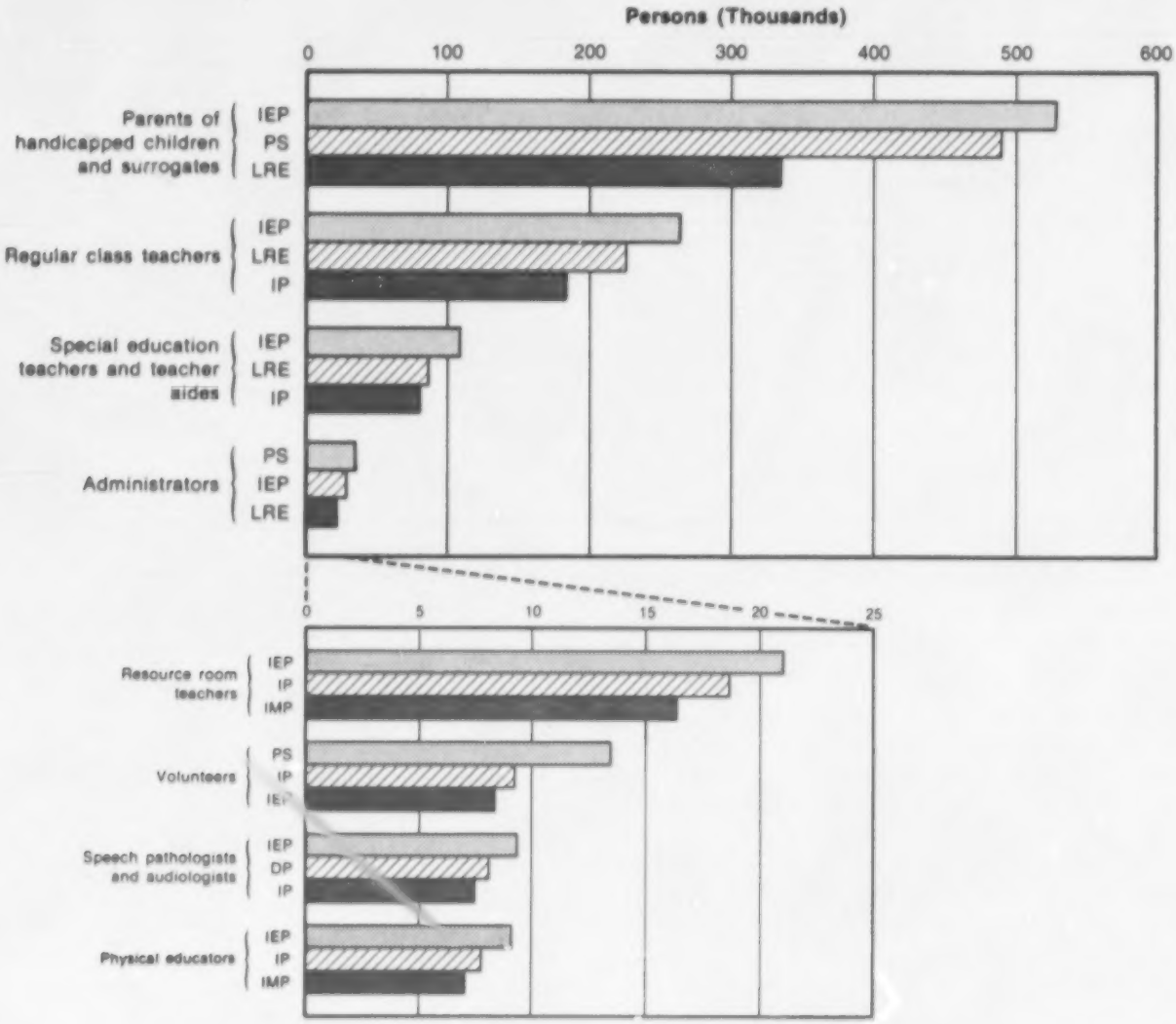
The Bureau also supports a variety of other technical assistance activities designed to assist States, school districts, and parents in the provision of appropriate services to handicapped children. They include model demonstration programs, Direction Service Centers, and Closer Look. Bureau activities which less directly provide technical assistance include the Bureau's research studies, its

marketing program, and "closed" television captioning for the deaf.

Model Demonstration Programs. The Bureau supports the development of model demonstration programs specifically focused on preschool

See Appendix D, Table D-3.7

Figure 3.7 Training and Dissemination Activities That Were Projected by States for School Year 1978-79



DP — Diagnostic Procedures
IEP — Individual Education Program
IMP — Implementation of P.L. 94-142
IP — Instructional Procedures
LRE — Least Restrictive Environment
NDT — Non-Discriminatory Testing
PS — Procedural Safeguards

handicapped children, on school-age handicapped children, on severely handicapped and deaf-blind children and youth, and on postsecondary and adult handicapped persons. For example, under the Handicapped Children's Early Education Program (HCEEP), 150 projects located throughout the Nation address the principle that failure to provide early intervention may necessitate more costly long-term remedial care. The projects are developing, demonstrating, and training others in approaches for serving mentally retarded, hard-of-hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled and health impaired children from birth to age 8.

Model program activities deal with identification of handicapped children, instructional intervention, the development of individualized education programs, staff training, and parent/family participation. The goal is to help infuse model practices into educational services provided for handicapped children.

Model demonstration programs for severely handicapped children are intended to demonstrate, verify the effectiveness of, and communicate exemplary and innovative practices in education, training, and life adjustment services. The goal of these projects is to enable severely handicapped children and youth to become as independent as possible and reduce their requirements for institutional care. Each project must include a dissemination plan through which information about successful project activities is widely publicized.

In all, model demonstration programs seek to improve the services provided to the handicapped through development, replication, and dissemination of model approaches to meeting the needs of handicapped individuals.

Direction Service Centers. The Bureau has set up a system of "one-stop" Direction Service Centers which work with families to directly match the needs of their handicapped children with appropriate services. A family's contact with the Center begins with an assessment that includes such elements as family medical history and diagnostic information on the child. The staff of the Center then sorts through the various available clues to profile the child's needs, matching them with information on area agencies and organizations which deal with education, health, social services, and welfare. Then the child is matched to the proper service. There is continuing follow up to assure both the family and the service provider that the child continues to make progress.

In FY 1979, 25 Centers handled approximately 7,160 requests for services and are serving as models to help States pattern additional operations.

Closer Look. The Closer Look information center for the handicapped continues to respond to thousands of letters from parents by providing information on the proper services for their handicapped children. The Closer Look Report will achieve a circulation of 200,000 in 1980. Closer Look is also affiliated with five parent-information centers throughout the country. These centers consist of parents who provide guidance to other parents on their rights under the law and on services available to their handicapped children. These centers are in Boston (Massachusetts), New Hampshire (Concord, serving the State), Chicago (Illinois), South Bend (Indiana), and Cincinnati (Ohio).

In cooperation with the Office for Civil Rights, Closer Look is now training parents under a program called PAVE (Parents Advocating for Vocational Education). The project was designed in response to the volume of letters expressing the critical need for vocational education services for the handicapped. Closer Look has conducted seminars in Georgia, Louisiana, Washington, California, and New Jersey. The curriculum focuses on the rights of the handicapped under P.L. 94-142; Section 504 of the Rehabilitation Act; and P.L. 94-482, the Education Amendments of 1976. Parents trained at the seminar form a core of trainers who will work with other parents in identifying and trying to meet the particular needs of handicapped youngsters for vocational education.

Field-Initiated Research Studies. Research activities supported under Part E of the Education for All Handicapped Children Act have the goal of advancing knowledge which can ultimately improve the services provided to handicapped children. Currently 125 projects are funded through this program. Particular projects might investigate the relative effectiveness of different instructional methods of teaching certain skills to learning disabled children, identify strategies for improving attitudes toward mentally retarded children, devise instruments for assessing visually handicapped children, or develop specialized technology to assist orthopedically impaired youngsters.

Marketing. To help ensure that the results of the field-initiated research studies have an impact on improving the education of handicapped children, the Bureau established in 1977 a marketing program. To date, 42 products ranging from films to curriculum materials and from handbooks to training kits have

been licensed and are being commercially marketed under the program. The program is also involved in the direct dissemination on a demonstration basis of certain technological devices which would otherwise be beyond the reach of most intended beneficiaries. For example, blind students and those who teach them have been able to benefit from such recent technological developments as the Optacon and the Kurzweil reading machine. Though they use different techniques, both make it possible for the blind to read ordinary typed or printed pages independently. The Bureau's marketing program has disseminated approximately 1,246 Optacons and 94 Kurzweil reading machines, giving blind students access to printed educational materials not available in Braille.

Closed Television Captioning. It is estimated that some 14 million deaf and hearing-impaired persons cannot derive the full educational or entertainment benefit from television. This year, following some 7 years of Bureau-funded research, development of a new system of "closed" television captioning has been perfected which makes it possible for hearing-impaired persons to receive captioned programs by means of a special adaptor attached to their television sets. This captioning is invisible to other viewers.

As a result of a unique series of agreements involving the Bureau, the Public Broadcasting Service, two commercial television networks (ABC and NBC), and Sears Roebuck and Co., a total of some 20 hours of captioned programing is available each week, and the necessary adaptors to the television set are now on sale. A private National Captioning Institute has been established in Washington to caption the programs. Although the Institute is presently supported by the Bureau, it is expected to become self-supporting after 1982.

Conclusion

The States and local school districts clearly have made progress in providing appropriate programs of special education and related services to handicapped children. Individualized education programs are functional. Over 90 percent of IEPs for public school children include mandated information such as present levels of educational performance, annual goals, and short-term objectives. Given the logistics, time, and effort needed to develop IEPs, and the apprehensions many school people felt when implementation of the Act first started, these findings reflect a considerable State and school district achievement.

Nonetheless, much more needs to be accomplished before P.L. 94-142 requirements for the contents of the IEP are met. In general, IEPs need particular improvement in two problem areas: (1) information as to the extent of participation in regular education programs, and (2) proposed evaluation criteria for determining the extent to which short-term objectives are being achieved.

Additionally, the infrequent specification of physical education and vocational or prevocational education as services to be provided, and the relatively low proportion of IEPs indicating related services, suggest that these may be items where there is confusion over the Act's requirements.

The Bureau has taken action to restate these requirements, provide clarification regarding particular requirements that seem to give rise to varying interpretations, and respond to questions that have only recently been raised. In its final form the document setting forth these matters -- it is in effect a clarification of the P.L. 94-142 regulations -- will become a basic instrument in monitoring compliance.

The Bureau has also taken steps to clarify policy on additional issues concerning the provision of special education and related services to handicapped children which have surfaced. These issues include the provision of mental health and catheterization services and the use of parents' insurance proceeds to pay for services. Additionally, Federal policy has been clearly established concerning the extended school year issue.

The need for special education teachers and support personnel continues to exceed the demand. During the coming year, the Bureau will focus special effort on increasing the numbers and types of personnel according to established priorities.

A variety of inservice training and technical assistance activities have been directed toward large numbers of school administrators, teachers and other school staff, as well as parents of handicapped children. The hundreds of thousands of persons who are the targets of these efforts will ensure continued increases in the quality of services that handicapped children receive.

NOTES

1. Walker, H.M. "The Individualized Education Program as a Vehicle for Delivery of Special Education and Related Services to Handicapped Children." In Developing Criteria for the Evaluation of Individualized Education Program Provisions. Washington, D.C.: Thomas Buffington and Associates, 1978.

2. Pyecha, J. A National Survey of Individualized Education Programs (IEPs) for Handicapped Children (Draft Report). Research Triangle Park, NC: Research Triangle Institute, August 1979.

3. Walker, H.M. op. cit., 1978.

4. Marver, J.D. and David, J.L. Three States' Experiences with Individualized Education Program Requirements Similar to P.L. 94-142. Menlo Park, CA: SRI International, November 1978.

5. Ibid.

6. Blaschke, C. Case Study of the Implementation of P.L. 94-142 (Final Report). Washington, D.C.: Education Turnkey Systems, 1979.

7. Marver, J.D. and David, J.L. op. cit., 1978.

8. "Informal Letter to State Directors of Special Education, State Part B Coordinators, and State P.L. 89-313 Coordinators." DAS Information Bulletin Number 50. Washington, D.C.: Bureau of Information for the Handicapped (USOE, HEW), November 5, 1979.

9. National Center for Education Statistics, Recent College Graduate Survey, 1976.

4. What Are the Consequences of Implementing the Act?

Public Law 94-142, particularly in such requirements as placement in the least restrictive environment and the individualized education program, has brought about far-reaching changes in American education. Its impact on the lives of most handicapped children, and on their parents, has been dramatic. A glimpse into the consequences of the Act's implementation is provided by a series of case studies. Given the limited nature of such studies, the findings summarized in the following pages may be considered illustrative of school district implementation, but not necessarily representative.

Finding and Assessing Children

Identification Procedures and Their Consequences

Case studies of P.L. 94-142 implementation in nine school districts found the identification and location of unserved children to have been given high priority.1/ In those districts that already had child-find procedures in place, still more staff time was allocated to this activity. Where no mechanisms previously existed, new staff members were hired. In one school district, for example, a full-time child-find coordinator was appointed to conduct a campaign that included developing newspaper articles, flyers, and other media materials, plus arranging meetings with private institutions, physicians, social workers, church pastors, and charitable groups. The result was the identification of 52 children during the 1977-78 school year, most of whom were severely handicapped. Another district enlisted the help of a range of public and private agencies and local civic groups.

Inschool identification also received priority attention -- for example, through prekindergarten screenings made part of the school registration procedures. Since the advent of P.L. 94-142, referrals for assessment made by teachers of grades 1 through 8 in this district were said to have increased "significantly," as did those by parents, doctors, and community agencies.

Among the consequences of such child-find efforts, the study reports noted, were increases in the number of children awaiting assessment. Some frustrated principals refused to accept new referrals until the backlogs were reduced; and on their own, some teachers stopped referring inschool students when it became apparent that assessments would not be conducted by the end of the school year.

Assessment Procedures and Their Consequences

Among the procedures contained in P.L. 94-142 for ensuring that children are protected against erroneous classification is a requirement that tests and other evaluation materials be selected and administered so as not to be racially or culturally discriminatory, and that no single procedure be used as the sole criterion for determining an appropriate educational program for a child. Additionally, the Act requires that the child be assessed in all areas related to the suspected disability, including (where appropriate) health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities. These and other protections in evaluation procedures required by the Act have led many school districts to adopt more formalized, comprehensive, and structured assessment procedures.

Prior to P.L. 94-142, for example, one school district's assessments were based primarily on an intelligence test, samples of academic work, and any notations a teacher may have made about behavior problems. Today this school district uses a range of criteria covering eight areas: general health, motor functioning, language, visual-motor performance, behavior, social-emotional development, academic achievement, and intellectual functioning. Many districts add special assessment procedures for children felt to have a particular handicapping condition -- requiring, for example, classroom observation of children thought to have a learning disability. Also, some sites require that a psychiatric review be included as part of the assessment of children suspected of being emotionally disturbed.

Although the increased comprehensiveness of assessment procedures was described by most of these school districts as being not only desirable but necessary to prevent erroneous classification and allow for full identification of educational needs, an apparently unforeseen consequence of this and increased referrals has been increased numbers of students having to wait for assessment to occur. Toward resolving this problem, some case study school

districts are pursuing three major strategies: (1) more formal and stringent reviews of potential referrals, (2) redefinition of the duties of the school psychologist, and (3) increased teacher assessments.

Regarding review of potential referrals, one school district holds weekly administrative meetings to discuss children being considered for referral, with the meetings being used to identify strategies for resolving the difficulty before initiating a referral. In another district, a referral may be made only with the approval of an intervention team, typically made up of the principal, the child's teacher, and a guidance counselor. If this team decides that a full assessment of a child is indicated, the team chairperson must submit documentation to a central office psychological coordinator.

Another strategy identified by the case studies has involved a narrowing of the role of school psychologists -- calling upon them to concentrate, for example, on testing. A parallel arrangement is for regular or special education teachers to perform educational assessments which include reading, math, spelling, written and oral language, and perceptual motor functioning. For example, a diagnostic-prescriptive teacher may perform assessments in language, visual-motor functioning, behavior, academic development, and socioemotional development.

Such strategies appear to have had at least some success in diminishing assessment backlogs, while still allowing for comprehensive child assessments. Meanwhile, the Bureau has launched a national survey of assessment procedures. The survey will investigate the nature and extent of assessment backlogs and their relationship to screening, referral, and assessment procedures, along with the instruments used to determine the eligibility of students for special education and to identify specific individual service needs, and procedures used to ensure nondiscriminatory testing. Data will be collected during the 1980-81 school year, with findings reported shortly thereafter.

Developing Individualized Education Programs

Public Law 94-142 requires the Nation's schools to initiate and conduct meetings for developing, reviewing, and revising each handicapped child's IEP. Participants in these meetings are to include a school representative qualified to provide or

supervise the provision of special education, the child's teacher, one or both of the child's parents, and where appropriate, the child. If the child is being processed for the first time, a member of the evaluation team (or other staff person who is knowledgeable about the evaluation procedures used with the child and familiar with the results of the evaluation) must also participate.

Numbers of Participants in IEP Development

The national survey of IEPs[2] found that although IEPs are not required to identify those who took part in drawing up the IEP, this was nevertheless done about 83 percent of the time.[3] As for the number of participants, the average was 4 and the greatest was 15. The number of participants indicated on IEPs did not significantly differ across student age levels or between regular and special schools.

Participation of the School District Representative

At least 67 percent of those IEPs which listed participants indicated that one of them was a representative of the school district. The actual figure is probably higher, since 28 percent of the IEPs listed participants who were not clearly identified by title or position.

School principals or assistant principals frequently function as the "representative of the public agency, other than the child's teacher, who is qualified to provide or supervise the provision of special education." The national survey of IEPs found that where one or more participants in the IEP process were listed, the principal was among them in 37 percent of the cases. (The actual figure likely is higher; 30 percent of the IEPs indicated that a "school district representative" or "school representative" participated but gave no further identification.)

The case studies not only confirm the central role of school principals but also elaborate on their role.[4],[5] In one district, for example, the principals reported that they now spend from one-fourth to one-half of their time in such matters related to handicapped students as placement meetings, general parent contact, and developing and reviewing IEPs. Whereas prior to P.L. 94-142, psychologists, social workers, and guidance counselors typically chaired planning and programing meetings, that role is now frequently performed by principals.

The principals say that among the consequences of this increased involvement is less time for other responsibilities.6/ On the other hand, they add, their presence ensures that the meeting has a representative with authority to commit agency resources (i.e., to make decisions about the specific special education and related services to be provided to a particular child).

Participation by the Child's Teacher

If a handicapped child is receiving special education or being considered for special education placement, the teacher participating in the IEP process could be a regular classroom teacher, a special education teacher, or possibly a therapist; or all three could participate. Findings from the national survey of IEPs indicate, however, that in practice, special education teachers and therapists are more likely to participate than regular classroom teachers. In IEPs that named at least one participant, regular classroom teachers were listed in about 14 percent of the cases and special education teachers in about 35 percent. Additionally, speech or language therapists were specifically identified as participants in 23 percent of these IEPs. However, in 39 percent of the IEPs in which teacher representation was indicated, it was not possible to determine whether the "teacher" was a regular classroom teacher, a special education teacher, a speech or language therapist, a physical or occupational therapist, or some other type of therapist.

Still, case studies confirm the conclusion that special education teachers are more likely than regular teachers to participate in the IEP process, and they also explain this finding.7/,8/ Since special education teachers are usually the case managers and IEP writers, the studies point out, and since the IEP is generally limited to matters concerning the provision of special education and related services, their presence at the IEP meeting is critical.

Findings of some of the case studies indicate that during the 1978-79 school year, the amount of staff time devoted to writing IEPs was less than that spent during the previous school year, the reason being that IEP procedures had become streamlined and staff more familiar with the process.9/ Also, IEPs had become the focus of many inservice training efforts (and of technical assistance by Bureau-supported Regional Resource Centers). Still, according to the case studies, considerable teacher time continues to be needed both for meetings and for

paperwork, particularly in the case of special education teachers. Usually it was the special education teachers who were asked to serve as case managers, in addition to continuing their teaching functions -- assisting in individual child assessments and evaluations, attending IEP and other meetings, actually writing the IEP, and working with regular classroom teachers. Many of these teachers felt that they needed additional time for these management functions.

In the nine sites studied, teacher attitudes concerning the IEP were reported to have become significantly more positive during the 1978-79 school year.10/ During 1978-79, for example, far fewer teachers in the rural sites were reported to have questioned the instructional validity and utility of the IEPs than in 1977-78.

Another recent study11/ found that IEPs were least utilized in the classroom by those teachers who did not participate in developing them. If teachers were at least consulted about the IEP, the study concluded, even if they did not attend any development meetings, they tended to use it. In sum, teacher participation in the IEP process appears to have many positive outcomes, although additional time requirements for this activity are still considerable.

Other School Staff Participation

P.L. 94-142 specifies that other school staff are to be included in the IEP meeting at the discretion of the parent or the school district. For a handicapped child who has been evaluated for the first time, the Act requires that the meeting include a member of the evaluation team or some other person knowledgeable about the evaluation procedures used and familiar with the results. Drawing again upon those IEPs which list at least one participant in the IEP process, it is possible to describe the roles of three types of school staff often involved in IEP meetings -- school psychologists (or psychometrists), counselors, and social workers.

School psychologists were specifically identified as participants in about 15 percent of the cases. Counselors were identified as participants about 11 percent of the time and social workers about 4 percent. While these school staff may not routinely be involved in the IEP meeting itself, case study findings indicate that they do perform related tasks.12/

School psychologists, for example, have typically been the recipients of increased referrals for

assessments, and in some districts have become involved in completing child-count forms and attending placement meetings. However, they point out that as they devote more time to the direct assessment of children and to administrative tasks, less time is available for such other responsibilities as teacher consultation and student counseling.

Similarly, school counselors who participate in IEP meetings note that this activity takes time from student counseling activities. As for social workers, case study findings indicate that they are now spending increasing amounts of time making home visits to secure parent permission for child assessments or an initial special education placement, or to discuss the developed IEP with a parent who was not able to attend the IEP meeting.

In sum, while school psychologists, counselors, and social workers may not usually participate in the IEP meeting itself, case study findings indicate that they are increasingly involved in other aspects of the IEP process, and that this new involvement has, in many instances, significantly changed their traditional roles.

Parent Involvement

The legislative history of P.L. 94-142 indicates that parents were expected to play several key roles in the education of their child: as providers of information, as decision makers in the development of an appropriate educational program for their child, as advocates to defend the child's best interests through a due process hearing, and as partners with the school in implementating IEPs.13/ Traditionally, parents of handicapped children have had little say in planning their child's schooling, typically being limited to giving approval to whatever the schools decided.14/ Thus the P.L. 94-142 mandate for parent involvement in the IEP process, together with parent reaction to that mandate, has brought about substantial changes in school district planning and programing procedures. One parent described the situation this way:

> The school system is educating the teachers. They have the courses they're taking, learning about P.L. 94-142. They can get a lot of information out of a book, but they don't know David, they don't know Spencer. . . . Each child is an individual. I think it's the responsibility of a parent to say, "Look, you know about retardation, or you know about CP or whatever, but my particular

child, this is what I think you should know."15/

A more structured view comes from the national survey of IEPs, which asked the teacher most familiar with the student's IEP about the nature and extent of parent participation in its development. The response indicates that program approval remains a major role of parents. Overall, teachers reported that about 77 percent of the parents of public school children ages 3 through 21 specifically approved the IEP, either by signing it or a standard form, or verbally. (About 68 percent of the IEPs actually listed the parent as a participant in developing the IEP). According to teacher reports, the survey found that less than half of 1 percent of parents refused to approve the IEP. Teachers also reported that 76 percent of the parents also discuss the IEP with a teacher, counselor, or other school representative.

Based again on teacher reports, 49 percent of the parents of public school handicapped children serve as part of the IEP committee and provide information contributing to the IEP's development. P.L. 94-142 does not require parent presence for an IEP meeting to take place, but it does require that parents be afforded an opportunity to participate. A meeting may be conducted in the absence of a parent if the public agency has been unable to persuade the parents to attend, although the public agency must be able to substantiate its attempts to do so. The experience of P.L. 94-142 implementation to date suggests that school districts need to increase their efforts to involve parents in IEP drafting sessions.

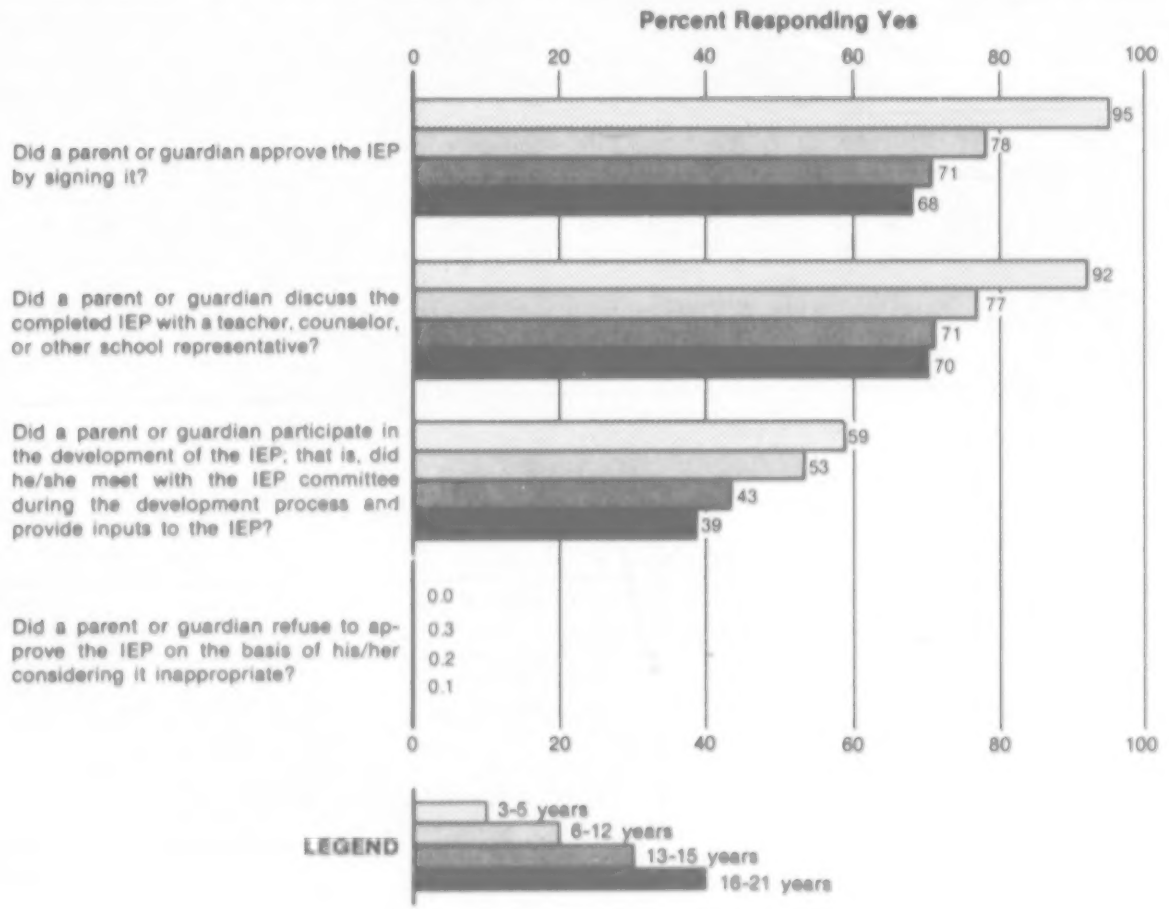
As figure 4.1 shows, the degree of parent participation in IEP development and approval seems to be related to the age of the child. Participation is very high for parents of handicapped children 3 to 5 years of age, with about 95 percent giving written approval, 92 percent meeting with a school representative to discuss the IEP, and 59 percent actually participating in the IEP meeting. The proportion of parents who participate in IEP development or actively give approval progressively decreases, however, for parents of children in the 6- to-12-year age group, the 13- to-15-year age group, and finally the 16- to-21-year age group.

The case studies also provide glimpses into some of the barriers to participation in drafting IEPs. Some parents decline to become involved, for example, on grounds that such activity should be the school's responsibility.16/ Other case studies find that because parents of handicapped children have not traditionally questioned the school's authority to make decisions about services or placements, they

tend to remain satisfied with a passive role.17/ Parents who do want to actively participate report that they sometimes encounter resistance from school staff.18/ In general, the case studies found, parent involvement is more likely when the parents' socioeconomic status is relatively high, when they live close to the school, when there has been a positive tradition of parent/school relations in the district, and when they live in a State that had recently enacted a law similar to P.L. 94-142.

One obvious consequence of parent participation in IEP development and approval is that more parents are more knowledgeable about their child's special education program. As part of the national survey of IEPs, a substudy contacted and questioned 44 parents

Figure 4.1 Teacher Responses Concerning the Nature of Parent Participation in IEP Development and Approval[1]



[1]Source: Pyecha, J. *A National Survey of Individualized Education Programs (IEPs) for Handicapped Children*. Research Triangle Institute, August 1979.

of handicapped children. Most of these parents agreed that the program of special education and related services presented in their child's IEP was appropriate. Almost four-fifths completely agreed with the IEP, five agreed with most but not all of it, one agreed with only a small part of it, and one other was not sufficiently familiar with the IEP to have an opinion.

Parent participation in the IEP process has occasionally had an unintended consequence. The case studies also showed that parents frequently entered the meeting with much knowledge about their own child but with apprehension about sharing that knowledge and discussing the details of State and Federal special education laws.19/,20/ When parents with these apprehensions encountered large numbers of school staff at IEP meetings, they reported that the process could be both intimidating and confusing.21/

Student Involvement

What about participation by students themselves in developing IEPs? As part of the national survey, the teacher most familiar with the student's IEP was asked whether the student had been made a part of the committee to develop the IEP and had discussed his or her IEP with a member of the school staff. Across all age levels, 35 percent of the students were reported to have discussed their IEPs with their teachers and 10 percent to have participated in developing them. As would be expected, there is a clear relationship (see figure 4.2) between the age level of handicapped students and their participation both in IEP development and in discussion of the document with school district staff -- as age level increases, so does involvement.

Such participation ranged from zero at the preschool level, to 13 percent for children between the ages of 13 and 15, to 25 percent at the 16- to-21-year age level. According to teacher reports, more than one-fourth of the children ages 6 through 12 discussed their IEP with a member of the school staff, and for students in the 16- to-21-year age range, the proportion increased to over 60 percent.

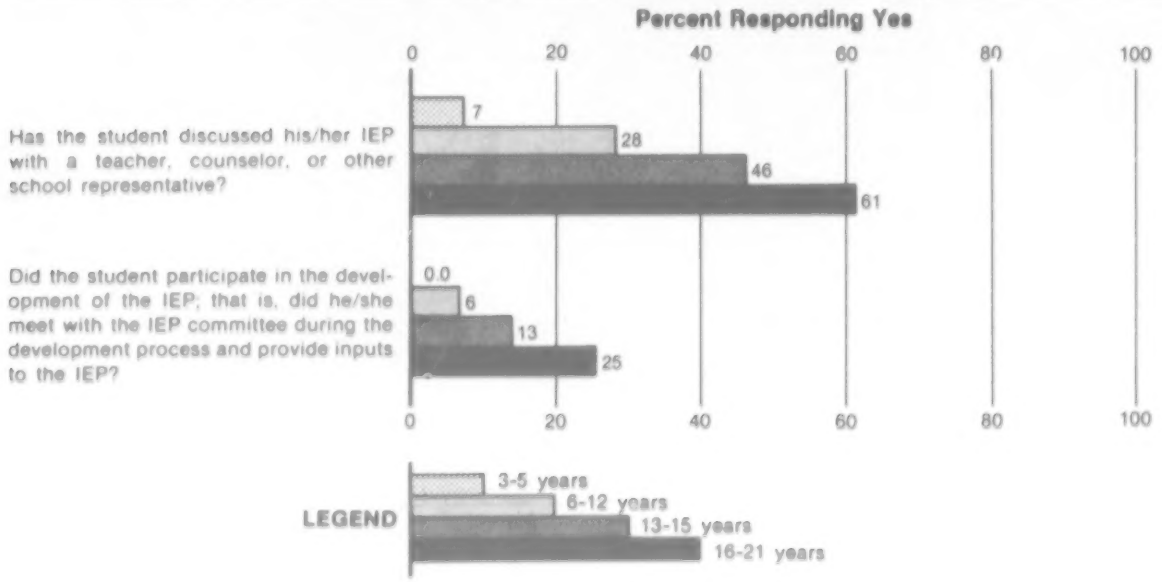
As for Bureau response to these and other findings on IEP participation, the Bureau is in the process (as noted in chapter 3) of clarifying policies on the IEP requirement. Issues being addressed include, for example, the role of the parent at the IEP meeting, teacher attendance at the meeting, student participation, and the number of school staff attending. Also, in FY 1980 the Bureau initiated on a pilot basis five regional Parent

Information Centers staffed by parents and members of parent organizations, so that parents are in effect teaching other parents what IEP involvement is all about. The Centers inform parents of their rights and responsibilities under the law, provide advice regarding development of IEPs, and in general seek to increase the ability of parents to respond effectively in educational decisions concerning their children. Further, the Bureau plans to launch an initiative in FY 1981 to stimulate parent/school training programs aimed at ameliorating adversarial relationships between parents and school personnel and improving the quality of parent participation in special education planning and programing.

Due Process Procedures

Among P.L. 94-142's more striking features is a comprehensive notice and consent requirement designed to involve parents in special education decisionmaking. This involvement may start at the very beginning of that process, when a child is first identified as being a potential candidate for special education and related services, and may extend to a court appeal if the parent or the school district decides to contest a particular situation. The

Figure 4.2 Teacher Responses Concerning the Nature of Student Participation in IEP Development and Approval[1]



[1]Source: Pyecha, J. *A National Survey of Individualized Education Programs (IEPs) for Handicapped Children*. Research Triangle Institute, August 1979.

required steps include a notice by the school of a planned decision or event; parental consent to a preplacement evaluation and to an initial placement decision; a notice of the right of parent participation in meetings to develop an IEP; and a variety of notices concerning other parental rights -- most notably the rights to an independent evaluation, to a due process hearing, and to access to information about the child. The Act also includes a surrogate parent requirement.

Notice and Consent Procedures

Findings from case studies indicate that prior to P.L. 94-142, many school districts either lacked or did not implement formal guidelines concerning when and how parents of handicapped children should be notified about plans for their child's education.22/ In one school district, for example, parents frequently were notified only after assessments had been conducted and a placement made. No notification was provided, for example, when children were assigned special speech instruction or similar services; the explanation was given that these were only minor program changes.

Today most school districts have established formal notification and consent procedures, and several distribute booklets which describe parent due process rights. It is now common practice that parents are notified immediately if their child has been referred for special education assessment, that no school or medical records are released without their consent, and that the assessment does not proceed until they agree. Parents are encouraged to attend IEP meetings, they are notified of the rights assured them under the law, and they are given a copy of local due process procedures. In some school districts, meetings are being held early in the morning, during lunchtime, or in the evening for parent convenience, and parents usually may reschedule the meeting time if necessary. In one district, when all efforts to bring the parents to the school have failed, school staff visit the home to explain the child's recommended program and solicit the parents' approval. Many school districts now provide parent-training sessions focused on P.L. 94-142 rights.

Nonetheless, a few instances were found in which the school district's notification letter did not provide a clear explanation of the nature and purpose of the scheduled meeting or the parents' right to appeal any decisions. Additionally, special education services which the districts regarded as minor were sometimes arbitrarily dropped without informing the parents.

By and large, the case studies indicate that as a consequence of implementing due process procedural safeguards, school and parent relationships have tended to become more formal, resulting in greater demands on staff time.23/ In some instances parents were reported to have been "alarmed," with one comparing the standard notice letter sent out by the district to a subpoena. To avoid that kind of impression, another district makes it a practice to talk with the parents informally on the telephone before sending the formal notification letter. The Bureau, in conjunction with HEW's Office for Civil Rights, has initiated a project to develop information and training packages to assist school districts in providing notice to parents concerning special education decisions which would enable parents to give informed consent.24/

The Due Process Hearing

Under P.L. 94-142, either the parents or the school district may request a hearing on any matters concerning a proposal (or refusal) to initiate or change the identification, evaluation, placement or provision of a free appropriate public education to a particular handicapped child. During the hearing, to be conducted by an impartial hearing officer, both sides have an opportunity to present evidence and call witnesses.

Case studies indicate that the school districts have taken this mandate seriously and have established due process hearing procedures even in sites where these procedures have not yet been put to use.25/ In studies of 22 school districts conducted in school year 1978-79, 11 had had hearings. Whether issues were resolved without a hearing seemed primarily related to the past history of parent/school relations and the desire and ability of the individuals involved to deal with the situation informally. In general, most school districts sought to accommodate parents without resorting to formal hearings.

Issues were resolved through hearings, rather than through informal negotiations primarily when parent requests had significant financial implications for school districts. Most hearings involved parent requests for school districts to pay for private school placements.

Surrogate Parents

The concept of a surrogate parent was introduced to most States and school districts for the first time by P.L. 94-142. The Act requires that a public agency assign an individual to act as a surrogate for

the parents when no parent can be identified, when the public agency cannot discover the where-abouts of a parent after reasonable efforts, or when the child is a ward of the State under the laws of that State. The public agency must insure that a system is in place to identify children in need of parents surrogate and to appoint surrogate parents. The surrogate parent is used to ensure that the rights of the child are protected.

Following requests to the Bureau for clarification of the requirement and a July 1979 conference to discuss legal issues concerning surrogate parents, the Bureau has developed a draft policy paper. The paper clarifies the requirements which must be met in order for public agencies to be in compliance with the surrogate parent provisions. The final version of the paper will be published in the Federal Register and sent to the Congress for review under Section 431 of the General Education Provisions.

Suspension and Expulsion of Handicapped Students

As P.L. 94-142 implementation has progressed, questions have arisen concerning the extent to which usual school disciplinary measures apply to handicapped children. The basic issue is whether Part B of the Education for All Handicapped Children Act imposes limitations on the power of school authorities to suspend or expel handicapped children for behavior which would subject nonhandicapped students to such disciplinary procedures. The Bureau is developing a draft policy paper on this issue which will be subject to the same review described above.

Conclusion

Overall, the leadership role of the State education agencies and the States' interpretations, policies, and procedures appear to exert a significant influence on local school district procedures in implementing P.L. 94-142 requirements. Major activities have been initiated by school districts in response to P.L. 94-142 requirements concerning identifying and assessing handicapped children, developing IEPs, and ensuring the due process rights of handicapped children and their parents.

There remains a continuing challenge to more effectively promote parent involvement in pupil planning and programing. Only about one-half of individualized education program meetings are attended by parents, and the parent role in actual

decisionmaking for their child is often limited to a passive one. The Bureau has initiated several steps to increase and improve the quality of parent participation. These steps include clarifying final regulations on the IEP meetings, initiating five pilot regional Parent Information Centers to inform parents of their rights under P.L. 94-142 and to provide training in effective participation in special education decisionmaking, and planning for a new FY 1981 initiative to stimulate parent/school training programs.

NOTES

1. Blaschke, C. Case Study of the Implementation of P.L. 94-142 (Final Report). Washington, D.C.: Education Turnkey Systems, Inc., 1979.

2. Pyecha J. A National Survey of Individualized Education Programs (IEPs) for Handicapped Children (Draft Report). Research Triangle Park, NC: Research Triangle Institute, August 1979.

3. Findings from the national survey of IEPs indicate how this participation is working out in practice. As discussed in chapter 3, IEPs are not required either to cite the participants drawing up the IEP or the signatures of those approving it. Yet the national survey of IEPs, as described in chapter 3, found that about 83 percent of the nation's public school IEPs do list at least one IEP participant. While this information will be used to describe the IEP participation, the reader should keep in mind that IEPs were categorized as listing participants even if only one person was indicated as a participant. When figures are presented, such as that 23 percent of the IEPs indicated that speech therapists participated in IEP development, they should be viewed as minimum figures. That is, we know that for 83 percent of IEPs nationally, speech therapists participated in the development of at least 23 percent of these IEPs. The "true" figure is likely to be higher, not only because of the 17 percent of IEPs not indicating participants, but also because 28 percent of the IEPs listed a participant whose position was either not listed or could not be classified by title.

4. Blaschke, C. op. cit., 1979.

5. Marver, J.D. and David, J.L. Three States' Experiences with Individualized Education Program Requirements Similar to P.L. 94-142. Menlo Park, CA: SRI International, 1978.

6. Blaschke, C. op. cit., 1979.

7. Ibid.

8. Marver, J.D. and David, J.L. op. cit., 1978.

9. Blaschke, C. op. cit., 1979.

10. Ibid.

11. Marver, J.D. The Utilization of IEPs in the Classroom: An Empirical Investigation in Seven States. (Draft Final Report). Menlo Park, CA: SRI International, 1979.

12. Blaschke, C. op. cit., 1979.

13. Walker, H. "The Individualized Education Program as a Vehicle for Delivery of Special Education and Related Services to Handicapped Children." In Developing Criteria for the Evaluation of Individualized Education Programs. Philadelphia, PA: Research for Better Schools, Inc., 1978.

14. Ibid.

15. Brightman, A.J. and Sullivan, M.B. Disabled Children and Their Families. Progress Report I-9. Cambridge, MA: American Institutes for Research in the Behavioral Sciences, 1979.

16. Blaschke, C. op. cit., 1979.

17. Stearns, M.S., Greene, D. and David, J.L. Local Implementation of P.L. 94-142 (Draft Year 1 Report). Menlo Park, CA: SRI International, 1979.

18. Brightman, A.J. and Sullivan, M.B. op. cit., 1979.

19. Ibid.

20. Blaschke, C. op.cit., 1979.

21. Brightman, A.J. and Sullivna, M.B. op.cit., 1979.

22. Blaschke, C. op. cit., 1979.

23. Ibid.

24. Abt Associates. Identification of Strategies for Assisting LEAs/SEAs to Meet Two Procedural Safeguards Specified in P.L. 94-142 and Section 504. (In process). Washington, D.C., 1979.

25. Stearns, M.S., Greene, D. and David, J.L. op. cit., 1979.

5. What Administrative Procedures Are in Place?

Among the administrative functions that the Bureau must carry out in connection with P.L. 94-142 are policy development and clarification, interagency coordination, monitoring of State compliance, and evaluation of the Act's impact.

In principle, the Bureau is directly responsible for administrative relationships between the Federal government and the State education agency (SEA). The administration of P.L. 94-142 within the State is the responsibility of the SEA. Thus the Bureau is responsible for the manner in which the States implement the Act, and the States are in turn responsible for the manner in which the Act is implemented by local school districts and other State agencies that provide education services.

The Bureau's Administrative Role

Policy Development and Clarification

The first policy development task the Bureau faced after the passage of P.L. 94-142 entailed writing regulations to implement the Act. Following broad public participation throughout the drafting process, the final regulations were published in August 1977.

In developing those regulations, the Bureau sought to avoid being unduly prescriptive, so that States and local school districts would have reasonable flexibility to deal with issues which might differ from State to State. When there is a question about a particular regulation, the Bureau's Division of Assistance to States distributes to the States an information bulletin. Since September 1977 there have been 50 such bulletins providing such information as the elements which should be contained in a child's individualized education program (IEP) or the appropriate composition of a team evaluating a learning disabled child. These bulletins are also useful in informing State departments of education of such administrative matters as instructions for submitting the Annual Program Plans.

Many specific requests for regulatory interpretations or clarifications come from such sources as State departments of education, local administrators, and parent advocates. A variety of concerns are involved, from financing to providing services. For example, a county school system asked if it could use P.L. 94-142 funds to pay for the education of handicapped children receiving instruction outside the State. A local education agency sought clarification of its responsibility in providing services listed in an IEP, since an IEP is not technically a binding contract. In the 2 years since the publication of the final P.L. 94-142 regulations, the Bureau has responded to more than 200 such requests.

As implementation of P.L. 94-142 has progressed, issues have surfaced which require major policy clarifications of the regulations. The Bureau is currently preparing policy clarification papers on such issues as the individualized education program requirement, the provision of psychotherapy as a related service, the surrogate parent requirement, suspension and expulsion policies concerning handicapped students, and the catheterization policies. The final version of each paper will be published in the Federal Register and sent to the Congress for review under Section 431 of the General Education Provisions.

Interagency Coordination

A wide range of public and private agencies are involved in providing services to handicapped children and their families, and the Bureau has been conducting an extensive campaign to improve coordination and cooperation among them, toward helping State and local education agencies strengthen the special education and related services handicapped children receive.

A major problem is the issue of which program will provide and pay for a given service and under what conditions. Many State statutes prohibit an agency from using State funds to pay for a service if funds are available from some other public or private agency. Believing that under P.L. 94-142 the State education agency was making some services "generally available," noneducational agencies in some States either withdrew or diminished services. To clarify the provisions of P.L. 94-142 and to be certain that these services did not cease, the Bureau has developed joint policy statements with other Federal agencies. These statements explain how certain programs may legally continue to provide services and how the agencies may appropriately collaborate. As

an example, the Bureau and the Health Care Financing Administration developed guidance for State administrators of medicaid agencies and education agencies on how to mesh the "free appropriate public education" requirements of P.L. 94-142 with the "active treatment" provisions of medicaid in Intermediate Care Facilities for the mentally retarded and other medicaid-funded psychiatric facilities. Similar policy statements were developed with the Rehabilitation Services Administration, the Bureau of Occupational and Adult Education, and the Administration for Public Services.

A second major focus of the Bureau has been to encourage innovative practices which will lead to collaboration in delivering services. There have been three major efforts in this area: one with the Rehabilitation Services Administration and the Bureau of Occupational and Adult Education, another with the Bureau of Community Health Services, and the last a national initiative with the Office of Child Health to improve the delivery of early and periodic screening, diagnosis and treatment services. The objective is to ensure the appropriate combination of quality health, social, rehabilitation, and educational services at the lowest cost.

The Rehabilitation Services Administration, the Bureau of Occupational and Adult Education, and the Bureau of Education for the Handicapped have continued an initiative begun in 1977 to develop joint policy with respect to collaborative planning for delivery of special education and vocational rehabilitation services. The three agencies have recently disseminated a model for developing and implementing such planning agreements within State agencies.

As part of another initiative begun in 1977, the Bureau works closely with the Bureau of Community Health Services, Public Health Service. The objective of this initiative is to assure that handicapped children receive appropriate health and educational services at the earliest possible time. Among the joint activities underway are six State demonstration projects, each of which focuses on different aspects of the problem of assuring services, in different settings. Thus, Hawaii is demonstrating rural clinics for outlying areas; Connecticut has established a child-find system for young children; and Iowa is developing an interdisciplinary training approach. Information on these model practices will be disseminated to all States in the coming year.

With the Office of Child Health, the Bureau continues to focus on increasing the number of

children receiving appropriate services under the early and periodic screening, diagnosis, and treatment program. In order to encourage this collaboration, the two agencies have drafted national policy statements and are designing a manual of instruction for use by school districts. In addition, 10 programs, one in each region, will be selected to demonstrate model practices and assist State agencies in duplication of such programs.

In addition to these major initiatives, the Bureau has also worked with the Foster Grandparent Program component of ACTION, with the American Academy of Child Psychiatry, with the Public Health Service, and with the National Institute of Mental Health.

Monitoring

One of the most critical activities carried out by the Bureau in its administration of P.L. 94-142 is monitoring. The principal components of the monitoring procedure are: (1) reviewing each State's Annual Program Plan, (2) conducting Program Administrative Reviews within the States, and (3) processing complaints.

Annual Program Plans. Under the General Education Provisions Act, States wishing to qualify for formula grants must submit Annual Program Plans. Such plans must be approved by the Commissioner of Education before funds can be allocated. Once approved, the State plan becomes a formal agreement between the Bureau of Education for the Handicapped and the State for the fiscal year.

In order to assure that the States receive their allocations in a timely manner, the Bureau is encouraging the submission of Annual Program Plans in the spring, so that States can qualify for funding in July. The program is forward funded, and money can legally be released 3 months prior to the beginning of the fiscal year. This past year, 3 States submitted Annual Program Plans which qualified for funding by July 1979 for use during FY 1980. In the past it has been well into the fall before any awards began.

The Bureau has revised an earlier funding practice by discontinuing the early allocation of a portion of the money due a State. When the Act was first passed, the Bureau did not wish to hold up funding if a State had submitted an Annual Program Plan that was substantially approvable but contained parts that might take time to correct. In such an instance, a State might receive one quarter of its allocation. Such first-quarter allocations were made

to States for FY 1978 and FY 1979, the beginning years of the Act. A complete approvable State plan is now required before any funds are released.

The first submissions under P.L. 94-142, the FY 1978 Annual Program Plan, required considerable effort from each State. Several needed to revise State laws to make them compatible with P.L. 94-142 before they could submit an acceptable plan. With the States now having laws and policies in place, it was expected that the FY 1979 plans would be approved earlier. While some progress was in fact made, it is with the FY 1980 Annual Program Plans that early approvals of State plans have substantially increased. Beginning with the 1981 plan, States will be submitting plans that will be valid for 3 years. This will drastically reduce paperwork and should accelerate the distribution of funds to States.

Table 5.1 provides evidence of the progress that has been made in the development of acceptable State plans. While none of the 1977 P.L. 94-142 funds were obligated to States during the first quarter of the funding period, for the 1979 appropriation the figure is 35 percent during the first quarter. By the third quarter, 86 percent of the 1979 funds were obligated, while 55 percent had been allocated by the same point for 1977. It is expected that outlays of the 1979 funds will reach 72 percent of the total

Table 5.1 Obligations and Outlays of P.L. 94-142 Funds as a Percent of the Appropriations for FY 1977, FY 1978, and FY 1979

	OBLIGATIONS Fiscal Year of Appropriation			OUTLAYS Fiscal Year (Dollars in Thousands)		
Quarter	1977	1978	1979	1977	1978	1979
				($252,000)	($560,000)	($804,000)
1st (July 1—September 30)	0%	9%	35%	0%	2%	4%
2nd (October 1—December 31)	23	30	55	3	6	17
3rd (January 1 - March 31)	55	65	86	13	17	34[1]
4th (April 1 - June 30)	88	93	100[1]	32	38	60[1]
5th (July 1 - September 30)	100	100	100[1]	46	52	72[1]
9th (End of Tydings)[2]				86	90[1]	94[1]

[1]Projected.

[2]The Tydings Amendment provides for a "carryover" year during which States can continue to expend their grant funds.

appropriation by September 1980, with only 28 percent of the funds remaining to be spent in the "carryover" year.

The Program Administrative Review. In addition to making a careful review of State Annual Program Plans, the Bureau conducts Program Administrative Reviews (PARs) to assess the degree to which States are carrying out the responsibilities their plans set forth. A Bureau review team attempts to visit each State for one week at least every other year. The team typically consists of the BEH State Plan Officer for the State, five other Bureau staff members, and sometimes regional HEW employees.

State performance is assessed in such areas as child identification, IEPs, and the administration of funds. The team members visit approximately 10 local schools and 5 State-operated programs, interviewing State Department personnel, State Advisory Committee members, local school district personnel, teacher groups, and representatives of parent associations. This year each visit will also include interviews with representatives of teacher associations.

At the conclusion of the visit, team members meet with the Chief State School Officer to present their findings. A written draft of these findings is mailed to the Chief after the visit. The State is asked to respond to the draft report within 2 weeks. If there is no documentation by State officials that the findings are inaccurate, the report becomes final. In instances where a State is not in compliance with the law, the report specifies actions necessary to correct the situation and the deadline for these corrections. A verification visit is subsequently made to States to determine the extent to which corrective actions have been taken.

The information obtained through the program review procedure is used primarily for assessing State compliance with P.L. 94-142's provisions. However, this review procedure is also basic to Bureau efforts to improve P.L. 94-142's implementation. Once deficiencies have been identified, Bureau staff work with individual States to assist them in carrying out corrective actions. The information is useful also in Bureau planning for technical assistance efforts.

Complaint Management System. The third aspect of the Bureau's monitoring procedure is a system designed to manage complaints. Those concerning a local school district are referred directly to the State department of education for resolution, and a Bureau complaint specialist monitors the situation until the complaint is resolved. To illustrate the

volume involved, the Bureau processed 320 complaints from parents during the period between October 1978 and July 1979.

The largest number of parent complaints usually relate to disagreements over the placement for their child. For example, many parents seek public agency funding for private school placements, believing such placements to be superior to public alternatives. Disagreements regarding placements usually are explored and resolved in due process hearings. Complaint specialists work to ensure no procedural violations occur in such instances.

Other frequent complaints deal with provision of related services, denial of a child's right to an appropriate education, and procedural safeguards. In these cases complaint specialists work directly with State officials to ensure that programing alternatives under specific schedules are identified or established.

Evaluation

Last year's report to the Congress discussed the Bureau's development of six overriding evaluation questions that have served as chapter headings in the initial congressional reports. The overall evaluation plan and a history of studies initiated to date are included as appendixes A and B. The results of these studies are used in writing this report to the Congress and also are disseminated to States and local schools through Bureau Data Notes and Study Review publications. Additionally, the information is used to assist the Bureau in providing technical assistance to States and local school districts. Illustrations of these publications are presented in appendix C.

The State's Administrative Role

Monitoring

For many States monitoring the implementation of P.L. 94-142 within the local school districts has meant developing new capabilities and performing new functions. In the first round of program review site visits by Bureau staff in FY 1977, few States had developed comprehensive monitoring systems. FY 1978 visits found the States to be in developmental stages. A recent Bureau survey of State departments of education indicates that today 100 percent of the States now have monitoring procedures in place. Thirty percent said they had improved or modified their procedures.

Monitoring has proved to be both an essential State role in the implementation of P.L. 94-142 and a demanding one. An average of 11 people per State spend a significant portion of their time on monitoring activities, with typical State site visit teams consisting of four or five people. Most State departments report that they visit about one-third of the local education agencies annually. Nearly all States (90 percent) conducted followup or corrective action visits in 1978.

Despite the marked improvement the States have made in carrying out their monitoring roles, in FY 1979 only 5 of 21 were in full compliance with monitoring provisions. All States had developed monitoring procedures, and in all but one case the procedures had been implemented at the time of the visit. However, it developed that they failed to monitor all of the P.L. 94-142 provisions at each of the sites. Corrective procedures have since been developed in these States.

Administering P.L. 94-142

During 1978-1979 (FY 1979) Program Administrative Reviews were conducted by the Bureau in 21 States. For most of these States the 1978-79 program review was the first since P.L. 94-142 became effective, as such reviews are attempted in each State once every 2 years and these were the States slated for visits in the second year.

As indicated by figure 5.1, the States were found to have performed well on the development of Annual Program Plans, reporting, and both State and local education agency administration of funds. All but two States provided appropriately for public participation in the development of the Annual Program Plan. All had developed procedures for the reporting of such information as the number of handicapped children needing P.L. 94-142 services (child count) and the number of teachers trained. Nineteen of 21 States were found to be administering funds appropriately. In one of the two States that were not, the P.L. 94-142 funds were not being dispersed in accordance with the P.L. 94-142 priorities; in the other, funds were not being expended which had been allocated for child identification.

While IEPs were in place in nearly all schools visited for the 1978-79 program reviews, the chief difficulties were that they either did not contain all of the required elements or were not developed in accordance with Federal regulations. For example:

- short-term objectives required to be written before placement were written after placement;

- in some cases, children were placed before the IEP was developed;

- objective criteria for measuring progress were occasionally missing;

- dates for initiation and expected duration of services were sometimes not specified;

- services listed were based on those available rather than those needed;

- not all required participants were involved in the development of the IEP; and

- annual or short-term goals and objectives were judged inadequate.

While nearly all States were found to have LRE policies consistent with the Federal regulations, some individual schools were having difficulty providing placements which provided contact with nonhandicapped children. Also, in some States placements were determined on the basis of the kind of handicap rather than on the individual child's needs.

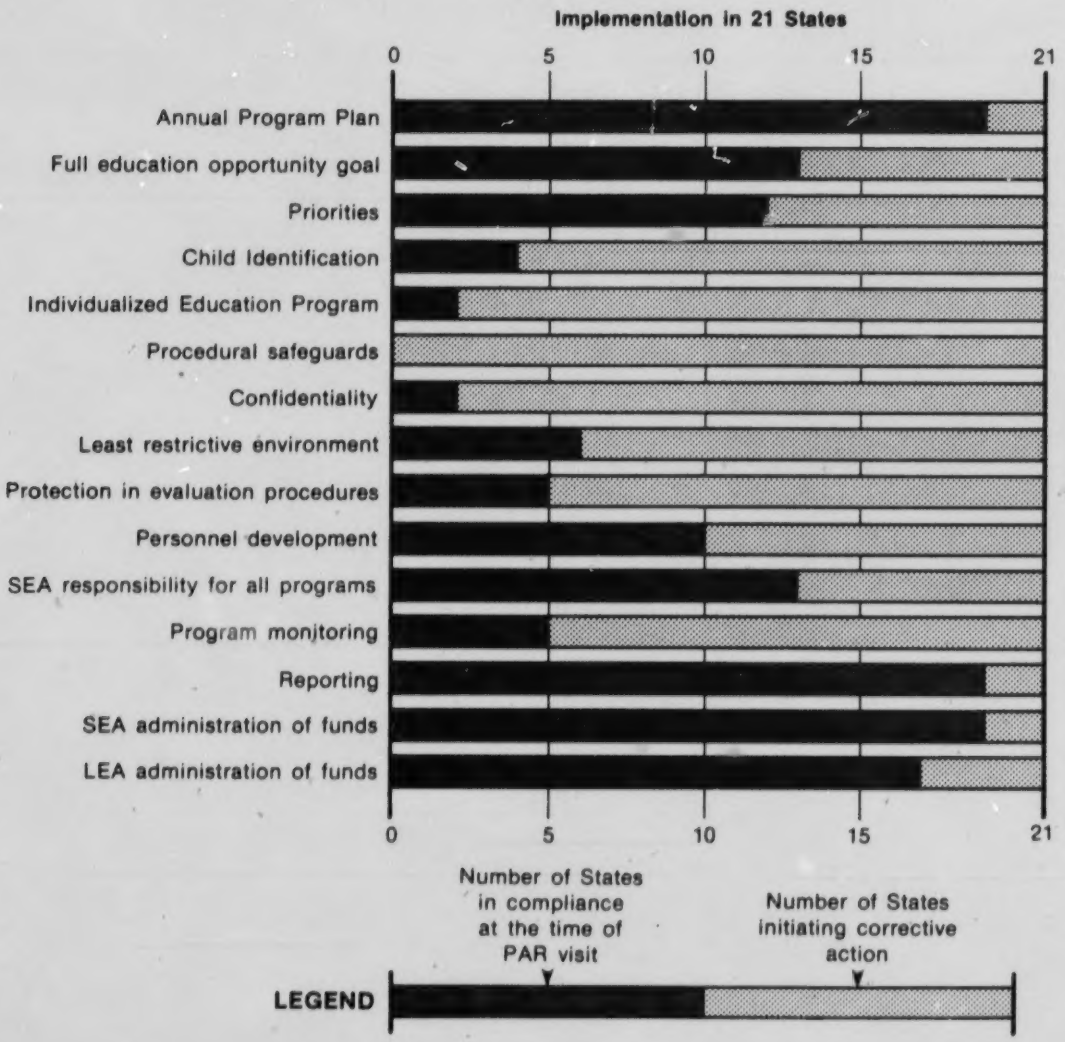
Most States had policies consistent with the Federal regulations for the protection in evaluation provisions of P.L. 94-142. In most sites visited, evaluations were being conducted by multidisciplinary teams using multiple criteria for deciding eligibility for services. However, individual schools were having difficulties completing re-evaluations of students within 3 years. In some States, schools had difficulties evaluating students in their native language, and evaluations lagged in schools with large non-English-speaking populations. Several school districts were not aware of the additional procedures required for the evaluation of learning disabled children.

All States visited during school year 1978-79 either had laws and regulations consistent with the P.L. 94-142 procedural safeguards provision or were in the process of revising their laws to make them so. Although due process hearings have been held in most States, a few States are just implementing this provision. A fairly common difficulty with the procedural safeguards provision related to providing parent notification in languages other than English.

In some cases local districts said they were not aware that parental consent was required, either for the initial evaluation of a handicapped child or for the actual placement.

When practices or policies are found which do not meet the requirements of the Act, as in the examples provided above, the Bureau requires certain corrective actions to remedy the situation. Each corrective action is accompanied by a timeline for implementation. Corrective actions may, for example, involve State dissemination of the Federal

Figure 5.1 State Status in Administering P.L. 94-142 Following 1978-79 Program Administrative Review



requirements covering the area in question, amendment of a State's regulations to be consistent with P.L. 94-142, or a change in practices or procedures in sites where problems were found. Evidence that the corrective action has been implemented is typically required. For example, the State may be asked to submit supporting documentation to show that a corrective action involving dissemination has actually been carried out. In other cases, particularly those in which the State is to demonstrate changes in practices or procedures in sites where problems were found, the Bureau conducts on-site verification visits. The Bureau also works closely with States in suggesting or providing technical assistance in areas that are particularly troublesome.

In general, the PARs found evidence that the States have made progress in administering P.L. 94-142, with most having adopted policies and procedures clearly consistent with the law's goals. Continuing work lies ahead, however, to meet the challenge of full implementation of these policies and procedures throughout each State.

Conclusion

P.L. 94-142 requires that both the Federal Government and State education agencies take an active role in administering the Act. At the Federal level, the Bureau has been involved in developing and clarifying policy, coordinating with other Federal agencies concerning services to the handicapped, monitoring State compliance with the Act, providing technical assistance as needed, and evaluating the impact of the legislation. At the State level, policies and procedures have been adopted which guarantee the rights of handicapped children and make available full educational opportunities. While the implementation of these policies and procedures throughout each State has not been fully achieved, substantial progress has been made.

6. To What Extent Is the Intent of the Act Being Met?

The Congress enacted the Education for All Handicapped Children Act to accomplish four far-reaching goals:

- to assure that all handicapped children have available to them . . . a free appropriate public education emphasizing special education and related services designed to meet their unique needs;
- to assure that the rights of handicapped children and their parents or guardians are protected;
- to assist States and localities in providing for the education of all handicapped children; and
- to assess and assure the effectiveness of efforts to educate handicapped children.

This chapter offers a review of progress toward meeting these goals and summarizes remaining challenges.

Goal One: A Free Appropriate Public Education

The Act is focused on those handicapped children who require special education and related services and who have been determined to be mentally retarded, learning disabled, speech impaired, seriously emotionally disturbed, deaf, hearing impaired, deaf-blind, visually impaired, orthopedically impaired, multihandicapped, or other health impaired. A major objective is that not just some but all intended beneficiaries of the Act be served.

The record shows that during school year 1979-80, services were in fact being provided to some 4.03 million handicapped children ages 3 through 21, under the combined programs of P.L. 94-142 and P.L. 89-313. Under P.L. 94-142 the number of

children now surpasses 3.8 million. During the past year there has been an increase of about 117,000 handicapped children served under P.L. 94-142 and P.L. 89-313. The majority of children being served were learning disabled, speech impaired, or mentally retarded. Since the first child count in 1977, there has been an increase of nearly 328,000 in the number of handicapped children served, even though public school enrollment as a whole in the United States has declined by an estimated 6.2 percent, or by almost 2.78 million children since the enactment of P.L. 94-142 in 1975.

Of the overall 1979-80 enrollment, 9.5 percent was served as handicapped, with the chief increases since 1978-79 occurring in the categories of learning disabled and severely emotionally disturbed. While the States continue to differ in the percentage of their children identified as handicapped, a trend in the data is evident. First, the number of children served is increasing. Some 43 States showed increases from 1978-79 to 1979-80, while 7 States and the District of Columbia showed decreases. Second, the States serving the highest percentage of children are holding relatively constant, while the States in the lower groups are typically increasing in their percentage served.

During school year 1979-80, about 232,000 handicapped children between the ages of 3 and 5 received special education and related services under P.L. 94-142. This is an increase of 16,900 from the previous year and 31,200 over the past 2 years. Still, the States are serving fewer children between the ages of 3 and 5 than might be expected, and the proportion of students between the ages of 18 and 21 currently served is also low. Not all States mandate services to these age groups, and P.L. 94-142 does not require services to them when inconsistent with State law or practice or court order. Additionally, the States are not required to provide services to youth in the 18- through-21-year age group until September 1, 1980. Meanwhile, the Bureau of Education for the Handicapped is attempting to facilitate delivery of services to students in these age groups through such means as Preschool Incentive Grants and targeting discretionary moneys. Additionally, under the new Department of Education, linkages in what will be the Office of Special Education and Rehabilitative Services will provide the opportunity to further coordinate and facilitate services to these youth.

Across age levels, there are indications that regular classrooms still contain a certain number of unidentified handicapped children who need special education services, and additional effort will be

necessary to identify and serve them. That effort will be facilitated by a newly launched study which will focus on exemplary practices in identifying and assessing handicapped children.

Public Law 94-142 also requires that, to the maximum extent appropriate, handicapped children are to be educated with children who are not handicapped. Such placement of children in the least restrictive environment is central to the goal of providing a free appropriate public education. As indicated earlier, studies find strong State support of the concept of a continuum of alternative placements, the heart of the LRE provision. State policies emphasize a preference for regular school options, and in many cases for regular class placement.

Across States, there is a trend not only to educate handicapped children within the public school district, but also within regular rather than separate schools. During the 1977-78 school year about 94 percent of school-age handicapped children received educational services in regular public schools. Placement of handicapped children in regular classes has reportedly increased over the last 2 years from 67.9 percent to 69.3 percent. All figures concerning changes in placement patterns over the 2-year period should be interpreted with caution, since they may primarily reflect the increased number of learning disabled students, who are usually served in less restrictive placements.

There remain, however, large differences among States in the placements of children by handicapping condition. These differences seem to be most closely related to the way children with particular handicapping conditions have traditionally been served. In its monitoring of State implementation of the LRE requirement, the Bureau will investigate such State variations.

At the local level, case studies indicate that school districts have increased the number of placement options and expanded existing services. The studies also show that across school districts, there is continuing need to expand placement alternatives for handicapped students so as to provide contact with nonhandicapped students, particularly at the 18- to-21-year age level.

As for attitudes toward LRE, case studies find that regular classroom teachers' anxieties concerning mainstreaming have lessened in the 1977-78 school year. Also, experience to date indicates that the most critical factor causing a reduction in anxiety for regular classroom teachers with handicapped

children in their classrooms is support: a school principal who is supportive of integrating handicapped children into regular classrooms, a special education teacher who can coordinate the child's program, the availability of classroom aides or assistants. Parent views on LRE are influenced by their perceptions of the needs of their particular child and the abilities of the child's teacher. Case studies find that most parents support less restrictive placements for their children. However, there are also parents who support the concept of LRE but do not feel mainstreaming is appropriate for their particular child.

Overall, although barriers still exist, progress has without question been made in implementing the least restrictive environment concept. The key to success lies in creating new ways of delivering services and more particularly in expanding alternatives to existing services. Meanwhile, it has become clear that established practices in placing children with different handicapping conditions cannot be changed easily. Yet most States and school districts are making efforts to do so, and the Bureau, in addition to increased monitoring efforts, has initiated two studies to provide the States with strategies for expanding service delivery alternatives and for assessing placement decisionmaking practices. One project, funded by the Office for Civil Rights, will identify effective administrative strategies used by school districts to facilitate the mainstreaming of handicapped children. The other study is seeking to identify procedures that seem most helpful in ensuring least restrictive environment placements. Results from both studies will be disseminated to the States during the fall of 1980.

As for IEPs, about 90 percent were found to include such matters as present levels of educational performance, annual goals, short-term objectives, and specific educational services to be provided, as well as appropriate dates. In general, however, there was considerable deficiency in identifying evaluation criteria for determining if objectives are achieved. There was also need to improve in specifying information as to the extent of the child's participation in regular education programs. Percentages of public school IEPs meeting these mandated information requirements were found to be significantly lower than for the other mandated information items. A need to clarify requirements was suggested by such findings as the relatively infrequent specification in IEPs of physical education and prevocational/vocational services. The Bureau has thus taken steps to (1) restate the IEP requirements, (2) provide clarification where

there are indications that a more precise federal interpetation is necessary, and (3) respond to new IEP implementation questions. The Bureau has also recently launched action to clarify policies concerning the provision of mental health and catheterization services and the use of parents' insurance proceeds to pay for services. When finalized, these clarifications of the regulations will become basic in enforcing compliance.

As indicated by IEPs, special education services provided to handicapped children differ both by age group and type of school in which the child receives those services. Services provided to older children tend to be predominantly academic in nature, and those for children in special schools tend to focus on such functional areas as self-help skills.

Programs underway to train new special education teachers and support personnel, even though significant, are still inadequate to meet the need. According to State reports, the number of teachers needed exceeds the number of teachers available by 64,000. Nonetheless, the number and variety of preservice training, inservice training, and technical assistance efforts directed toward regular and special education teachers, support staff, administrators, and parents offers assurance that the problem is being addressed.

Overall, it seems clear that the States and school districts have made significant progress in implementing the P.L. 94-142 requirement for individualized education programs and in realizing the goal of providing a free appropriate public education for all handicapped children. It is equally clear, however, that more remains to be accomplished before that goal is realized.

Goal Two: Rights of Handicapped Children and Their Parents

The Education for All Handicapped Children Act places special emphasis on the rights of handicapped children and their parents or guardians. To protect those rights, the Act sets forth certain procedures that are to be followed in determining programs and placements. These include identification and evaluation procedures, procedures for developing individualized education programs (IEPs), and procedures for assuring the due process rights.

As was previously noted, case studies found that in 1977-78 some children who were referred for special education evaluation had to wait to be assessed and placed. This was partly because of

greatly increased numbers of referrals and partly because assessment procedures became more formalized, comprehensive, and structured. School district strategies that emerged during 1978-79 to ease the backlog included stringent review of potential referrals, redefinition of the duties of the school psychologist, and increased involvement of teachers in making child assessments. Because there is no way at this time of knowing how typical these case study findings may be, the Bureau is conducting a national survey of assessment procedures. The survey will investigate: the nature and extent of assessment backlogs and their relationship to screening, referral, and assessment practices; the adequacy of instruments used to determine the eligibility of students for special education and to identify specific individual service needs; and the nature and adequacy of materials and procedures used in school districts to ensure nondiscriminatory testing. Data will be collected during the 1980-81 school year.

The record indicates that P.L. 94-142 has improved the opportunity of parents of handicapped children to participate in the special education process, especially by becoming involved in approving their children's special education programs. Nonetheless, only about half of the IEP meetings are actually attended by parents according to the findings of a national survey. The Bureau has taken several steps to try to increase involvement, including clarifying policies on the IEP meeting requirement, initiating five pilot regional Parent Information Centers to inform parents of their rights under P.L. 94-142, and planning for a new FY 1981 initiative to stimulate parent/school training programs.

As for due process, prior to P.L. 94-142 most school districts either lacked or did not implement ground rules for informing parents of handicapped children about plans for their child's education. Today most school districts have established formal notification and consent procedures. Many distribute booklets describing due process rights, and some offer parents P.L. 94-142 training sessions. To buttress these efforts, the Bureau, in conjunction with the Office for Civil Rights, is developing information and training packages to assist school districts in ensuring that the due process rights of parents are properly exercised.

Overall, the leadership role of the State education agencies together with State interpretations, policies, and procedures have on the whole been welcomed by have local school districts in implementing P.L. 94-142 provisions.

Goal Three: Assistance to the States and Goal Four: Assess and Assure Effectiveness

In administering P.L. 94-142 the Bureau of Education for the Handicapped has used several administrative functions to assist the States. These include developing and clarifying regulations, coordinating policies among agencies working with handicapped children, monitoring State compliance and providing technical assistance, and evaluating the Act's impact.

To clarify major issues that have arisen as implementation of P.L. 94-142 has progressed, the Bureau is preparing policy papers on such issues as individualized education program requirements, the provision of mental health and catheterization services, surrogate parent requirements, and suspension and expulsion policies concerning handicapped students. The final version of each paper will be published in the Federal Register and sent to the Congress for review under Section 431 of the General Education Provisions. Interagency agreements to facilitate the coordinate delivery of handicapped children have been developed with the Health Care Financing Administration, the Rehabilitation Services Administration, the Bureau of Occupational and Adult Education, and the Administration for Public Services. In order to reduce paperwork and improve the distribution of funds, the States will submit Program Plans that are valid for 3 years, beginning with the plans for 1981. P.L. 94-142 allocations to the States came to $245 million for FY 1978 and $564 million for FY 1979, and were to be $804 million FY 1980.

In the 1978-79 school year the Bureau conducted program administrative reviews (on-site visits) in 21 States. For these States, this was the first on-site review since the effective date of P.L. 94-142. In these reviews, the Bureau found that policies and procedures which guarantee the rights of handicapped children and make available full educational opportunity have been adopted. The full implementation of these policies and procedures, however, lies ahead. Many States had difficulties with, and are now implementing corrective actions for, provisions related to IEPs, due process, LRE, and evaluation procedures.

Meanwhile Federal evaluation of the effectiveness of P.L. 94-142 is continuing, supported by case studies of State and local implementation of the Act and its impact on the families of handicapped children, together with studies targeted on specific areas of concern.

Conclusion

This second annual report has described continuing progress in Federal, State, and local implementation of P.L. 94-142. The findings lead to the following observations:

(1) Both on-site visits and Bureau-commissioned studies indicate that there is widespread commitment to the P.L. 94-142's goals. Virtually every study available to the Bureau has found that education staff at all levels strongly endorse the Act. Further, commitment has been translated into action. One study concluded: "Never have so many local and State agencies done so much with so few Federal dollars to implement a Federal education mandate." Many changes have been implemented within a short time -- from the development of State policies to the development of IEPs for individual students. The accomplishments to date are significant.

(2) Challenges to full implementation of the Act continue to exist. These challenges have been detailed throughout this report, as have steps the Bureau will take to encourage and assist the States in complying with P.L. 94-142.

Overall, while much additional work is needed before the goals of the Act are fully realized, the evidence demonstrates that more handicapped children are receiving a free appropriate public education now than before the Act.

Appendix A

Evaluation of the Education for All Handicapped Children Act, P.L. 94-142

This paper describes the Federal plan for evaluation of Public Law 94-142, the Education for All Handicapped Children Act (EHA). It has three parts. The first describes the purpose of the evaluation and the section of the Act which calls for the evaluation. The second provides the general approach and assumptions underlying the evaluation strategy, and the third describes progress to date.

Goals of the Evaluation

The purpose of the evaluation is to satisfy the Congressional requests for information as well as examine additional topics necessary to the administration of the Act. Findings are to be reported to Congress, annually, by the Commissioner of Education. The first annual report was delivered in January 1979. It would be incumbent upon the Administration to develop a careful evaluation of the implementation of such an important Act; however, the Congress outlined its expectation regarding the evaluation as well. Section 618 lists topics which the Congress wanted addressed. The information requested has been organized into questions, and the relationship between those questions and the Congressional interests are shown in Tables A and B.

Information also is developed for other Federal and State audiences, so that their own administration may be improved. In addition to wide distribution of the annual report to the Congress, we disseminate other publications such as periodic displays of facts and figures.

General Approach

The first step in developing the evaluation plan was to identify a reasonably parsimonious set of questions for which the Administration and the

Congress must have answers. The questions relate to the evaluation requirements of the Act and to the Congressional findings which led to the Act. We attempted to capture the most fundamental issues surrounding the Act in a language which allows easy debate with all audiences concerned with Public Law 94-142. Six questions have been developed through this process:

1. Are the intended beneficiaries being served? This question deals with the number and kinds of children being served by States in accordance with the provisions of P.L. 94-142. Its importance stems both from the fact that funds are allocated on the basis of the counts and from the provisions in the Act for procedures that prevent erroneous classification of children.

2. In what settings are the beneficiaries being served? This question addresses the kinds of environments in which children are being educated. Its importance stems from both court cases and laws which have encouraged placement of children in the least restrictive environments commensurate with their needs.

3. What services are being provided to beneficiaries? This question addresses the kinds of teachers available and the services they provide to handicapped children. Knowledge of the services provided to children facilitates both manpower planning and improvements in service delivery.

4. What are the consequences of implementing the Act? This question addresses administrative, fiscal, and attitudinal reactions to the Act. Its importance will lie in the extent to which findings lead us to change in our own administration.

5. What administrative procedures are in place? This question addresses the extent to which Federal, State, and local education agencies are progressing in their own administration of the provisions of the Act. In order to operate within the requirements of the Act, there are a number of essential agency activities.

6. To what extent is the intent of the Act being met? This question addresses the several goals of the Act, including the American ideal of due process and equal treatment of all citizens.

Given these questions, we have developed a strategy designed to continually improve the quality of knowledge which can be brought to bear on each question. The strategy entails a number of conscious decisions, based on several assumptions. These assumptions and decisions are outlined below.

Assumptions

1. Negotiating Questions

We assumed that establishing the evaluation questions was both a technical and a political exercise -- a task requiring consultation but not necessarily consensus. Meetings were held with the staff at all levels of the Division of Education, with staff from the Congress, special interest groups, State and local evaluators, and the academic community. Establishing the questions and methodology took nearly 1 year. As each review occurred, new concerns were raised and new formulations were developed. Each new formulation was then checked against the initial concerns of the Congress. Tables A and B demonstrate the relationship between the questions and the concerns raised by the Congress both in their findings and in their specification of the evaluation requirements of the Act.

2. Information Needs

The studies and projects are collectively described as an evaluation of Public Law 94-142. However, several people have observed that a large number of projects are generating descriptive information about the system (e.g., numbers of children, teachers, etc.). We assumed that the information needs of people concerned with the implementation of P.L. 94-142 are enormous. In developing the questions, we have sensed that the need for basic information far exceeds the need for evaluative judgements. Without the negotiation phase, we may not have given sufficient attention to these basic information needs.

3. Study Methodologies

A single study has often been considered sufficient for evaluating a complex program. However, implementation requires establishing rules and administrative procedures, identifying children, training school staff, and testing a variety of services and program approaches. We assume different study methodologies will be valuable for different questions. Large-scale surveys have well-known assets and liabilities. Where the assets of the large-scale survey are needed, such studies will be conducted. However, the small experiment and the small case study also have assets in developing information. The questions being pursued dictate the methodology chosen. We do not start with preferences.

4. Phasing of Studies

We assumed the implementation of this Act will follow a rough developmental sequence. Because of this assumption, the focus of the studies will change over time. Creating a knowledge base about this enormous educational event is a slow, cumulative process. Initial efforts were geared toward improving documentation techniques, examining the existence of services, counting the attendance of children and so on. The implementation of the several requirements were then examined. Studies will then focus on the quality of different types of programs. Throughout the sequence, the studies must be designed to discover obstacles to implementation, so that corrective actions can be taken.

5. Role of Evaluation

We assumed information should be designed in such a way as to contribute toward the improvement of the implementation of the Act. We assumed, for example, that by making full use of data provided in State-generated documents, States will be motivated to improve the quality of those data. We assumed that frequent and wide dissemination of evaluation findings will increase their utility to the field. And finally, we assumed that data collection activities themselves can be facilitative.

Decisions

1. Question Format

We are using questions to organize the information being sought. The question format has limitations. Questions often imply that a simple yes or no answer will be forthcoming. Questions may also imply that a complete answer is possible, when neither simple nor complete answers can be achieved. Questions, however, have a major asset. They focus audiences on the problems identified as critical. They allow easy communication of complex issues. We currently feel that this asset overrides the liabilities of the format.

2. Data Sources

The special studies are a data source for the annual report to Congress. However, other sources of information are also heavily emphasized. The State-generated documents such as the Annual Program Plans and end-of-year reports are analyzed and summarized by the internal staff.

The results of State Program Administrative Reviews, conducted by internal staff for the purposes of monitoring, also are analyzed. (Half of the States are visited each year.)

In addition, staff and consultants monitor and summarize the literature being developed by numerous investigators not sponsored directly by the Bureau of Education for the Handicapped. Such studies will serve to question, validate, and expand the commissioned work.

3. Longitudinal Analysis

The studies and projects are designed to capture progress over time, rather than to describe single events or to compare events. Because change is occurring rapidly, descriptions of single events lose meaning quickly. Because the Act is national, comparative studies of status lack utility. Longitudinal analysis allows progress to be described in relation to the variety of events and activities that influence progress.

4. Reporting

The annual report to the Congress provides one reporting opportunity. However, there is

other information which may be needed more rapidly (e.g., State allocations) or which may be of more interest to decision makers locally than to Federal decision makers (e.g., programs that are highly successful). Therefore, in addition to the annual report, several other reporting mechanisms will be used. These include research notes, data notes, and study reviews.

Research notes are used to inform the research community of the current state of knowledge in a content area which is important to the implementation of the Act, and to encourage further research in that content area. We have produced two research notes, one on issues of cost and finance, and one on the development of evaluation methodologies.

Data notes are used to distribute information on implementation and services as such data become available. These data are also included in the annual report, but the data note provides a vehicle for more immediate circulation. We have produced three data notes so far, one on the number of children States counted during the 1976-77 school year, one on the allocation of P.L. 94-142 funds to States for the first year of implementation of the Act, and one on P.L. 89-313 allocation of funds to States for the 1978 and 1979 fiscal years.

Study reviews are used to inform the public of studies of major import that are being conducted. To date, we have produced three study reviews. The first study review described the Rand Corporation's current effort to determine how much various types of special education services cost. The second study review described a national survey of IEPs being conducted by Research Triangle Institute. Four monographs exploring issues and alternatives on evaluating different aspects of P.L. 94-142 implementation were the subject of the third study review.

Reports of findings from individual studies will also be distributed to the USOE Division staff and to States as these studies are completed. We assume that it is incumbent on USOE staff to write and publish extensively if evaluation findings are to contribute to improved administration of the Act. Information regarding the implementation of P.L. 94-142 will be circulated widely and frequently.

Summary

The five assumptions or orientations which underlie the evaluation of P.L. 94-142 condition our analysis of the task. The process by which the questions were developed; the commissioning of many studies rather than a single study; the phasing of studies over time; the emphasis placed on State-generated information; and the heavy responsibility given to internal USOE staff are conscious decisions.

This effort has the advantage of taking place after nearly a decade of Federal experience in evaluating education legislation. We feel these assumptions show understanding of past successes and failures.

Progress to Date

This section describes our evaluation efforts over the first 4 years of activity and demonstrates the relationship between the evaluation sequence and the developmental sequence of implementation. A more complete description of the funding history is available in Appendix B.

FY 1976

P.L. 94-142 was enacted late in 1975, and was to become effective 2 years later, in school year 1977-78. The first research funds became available in the summer of 1976, a year when not only the Federal agency, but also State and local agencies were gearing up to begin implementation. Given a strategy of focusing in earlier years on documentation, primary emphasis was placed on Question One (Are the intended beneficiaries being served?).

Our attention fell on the first question for two reasons: first, the Congress had specified in the Act that the Commissioner should validate the States' counts of handicapped children and, second, because the target of the Act was such a diverse population, the first question seemed especially difficult to answer.

Three studies were designed to help us understand this question. The first was a study of the variation in State definitions of handicapping conditions. The data provided us with knowledge of who the intended beneficiaries are in each State, and the extent to which they differ from State to State.

The second was a study of State capabilities to collect, maintain, and aggregate data required for P.L. 94-142. The study provided us not only with knowledge of the precision of current counts, but also with an estimate of States' capabilities to respond to new demands that the Act required. Finally, the third study was initiated to develop a procedure for validating the counts of children that States supplied. Since the counts represent the results of a census, this study has provided information on census validation procedures.

Though most of the first-year studies were aimed at the explication of the first question, the intended beneficiaries, one other study was designed to begin explorations into the fourth question (What are the consequences of implementing the Act?). The study provided information on the variety of interpretations of what an IEP was, how it should be used, how it should be developed, and what the consequences of having to implement the IEP were for all parties.

FY 1977

Studies initiated in Fiscal Year 1977 were undertaken during the first year in which the Act became effective. Thus, primary emphasis during this funding year was on activities undertaken to implement P.L. 94-142.

Two studies were undertaken to scan the array of issues and questions. One analyzed data available in State reports, and one was to observe progress in practices over a 5-year period. The State plans are prepared annually, as is an end-of-the-year report on the accomplishments of the States. In addition, the States are visited bi-annually for a review of their actual programming. These documents were exhaustively analyzed for their contributions to all six questions.

Because State data provide only national trends, something was needed to provide a more in-depth, dynamic understanding of progress. Thus, a longitudinal examination of the impact of the Act on a small sample of local education agencies was initiated. The local impact of Federal programs is often obscured by statistical surveys of easily measured events. In this study the impact of the Act is being documented by in-depth interviews with and observations of administrators, teachers and parents over a 5-year period.

Two studies were also initiated to explore issues of quality. Although it was too soon to assess the

impact of services, we recognized a need for criteria to be developed for both State and local administrators as well as Federal agencies for assessing activities. Thus, one study was initiated to determine the various means by which quality of implementation may be assessed.

A second study dealing with the intent of the Act focused specifically on the individualized education program plans. These documents are at the heart of the service delivery system, and the Congress has asked for a national survey of them.

Finally, two studies were initiated to examine many of the hypothesized consequences of the Act. One impact of the Act, even before it was implemented, was the expression of many concerns. Teachers felt that some of the provisions of the Act may threaten their positions. One study was designed to analyze the concerns expressed and to systematically relate them to requirements of the Federal Act. Cases were then studied at local education agencies to determine the extent to which the Act was actually creating significant problems for teachers.

The second study focused on the initial impact of the Act on all parties in school systems in school year 1977-78. The extent of problems actually encountered was hypothesized to be dependent on the context in which implementation occurred. Thus, this study was designed to provide case studies of the initial impact of the Act in getting the programs started.

FY 1978

The earlier studies were targeted primarily on either documentation of practices or with preliminary work on assessing impact. Work initiated in FY 1978 began to target on more specific questions of quality.

First, because of the emphasis in the Act on the appropriateness of placement for handicapped children, a study was initiated to determine the decision rules suggested in policies and used in practice to determine children's placements.

Second, studies were initiated to increase our knowledge of Question Six (To what extent is the intent of the Act being met?) Five case studies were begun to examine the impact of P.L. 94-142 on children and their families over time. The studies differ in their specific focus. For example, one focuses on the impact of secondary learning disabled students and their families; another focuses on

parents who have responded energetically to the invitation to activism offered by the Act.

FY 1979

The studies undertaken in Fiscal Year 1979 are focused on particular issues in the implementation of P.L. 94-142. Increasingly, there is examination of the extent to which the intent of the Act is being met.

First, because of the emphasis in the Act on the prevention of erroneous classification of children, a study has been initiated to describe current practices and variation in practices in the assessment of handicapped children in the United States. Additionally, the study will undertake evaluation of the soundness of the assessment procedures in use.

Second, a specialized study has been initiated to increase our knowledge of Question Three (What services are being provided?). The study will survey and describe the services provided by school districts and the number and nature of services actually received by handicapped children. Examination will be undertaken of the provision of services to children at different age levels and with varying handicapping conditions.

Finally, if P.L. 94-142 implementation is ultimately effective, some children should return to regular education with no further need of special education and related services. Because little is known about student flow between special and regular education, a study has been initiated to describe children leaving special education and to determine the extent to which handicapped children transfer successfully to regular education programs.

Summary

This overview is designed to provide a brief synopsis of the general strategy and underlying assumptions of our evaluation plans, the questions guiding our investigations, and the studies undertaken to date. Two tables follow which are summaries of the questions as they relate to the Act. Table A demonstrates the relationship between the evaluation questions and the Congressional findings which lead to passage of the Act. Table B demonstrates the relationship between the evaluation questions and Section 618 of the Act, which contains the evaluation requirements.

TABLE A

Relationship Between Congressional Findings and Evaluation Questions

Congressional Findings	Evaluation Questions
1. There are more than 8 million handicapped children in the United States today;	How many children are being served? (1.C)
2. The special educational needs of such children are not being fully met;	What services are being provided to children? (3)
3. More than half of the handicapped children in the United States do not receive appropriate educational services which would enable them to have full equality of opportunity;	To what extent is the intent of the Act being met? (6)
4. One million handicapped children in the United States are excluded entirely from the public school system and will not go through the educational process with their peers;	Are there eligible children who are not being served? (1.B.3) Where are children being served? (2)
5. There are many handicapped children throughout the United States participating in regular school programs whose handicaps prevent them from having a successful experience because their handicaps are undetected;	Are there eligible children who were never identified? (1.B.3.a)
6. Because of the lack of adequate services within the public school system, families are often forced to find services outside the public school system, often at a great distance from their residence and at their own expense;	Where are children being served? (2) Are there eligible children who are not being served? (1.B.3) To what extent is the intent of the Act being met? (6)

Continued--

Table A (continued)

Congressional Findings	Evaluation Questions
7. Developments in the training of teachers and in diagnostic and instructional procedures and methods have advanced to the point that, given appropriate funding, State and local education agencies can and will provide effective special education and related services to meet the needs of handicapped children;	What instructional services are provided? What personnel are available for instructional services? (3.C) What services are provided by sources outside the local education agencies, such as mental health clinics? (3.E)
8. State and local education agencies have responsibility to provide education for all handicapped children, but present financial resources are inadequate to meet the special educational needs of children; and	What administrative procedures are in place? (5) What is the cost of special education and related services? (4.C.1) What is the cost of administration of special education and related services? (4.C.2) What resources are available for special education? (4.C.3)
9. It is in the national interest that the Federal Government assist State and local efforts to provide programs to meet the educational needs of handicapped children in order to assure equal protection under the Act.	

TABLE B

Relationship Between Evaluation Requirements
in the Act and Evaluation Questions

Section 618	Evaluation Questions
a. The Commissioner shall measure and evaluate the impact of the program authorized under this part and the effectiveness of State efforts to assure the free appropriate public education for all handicapped children.	What administrative procedures are in place? (5) Is the intent of the Act being met? (6)
b. The Commissioner shall conduct directly or by grant or contract, such studies, investigations, and evaluations as necessary to assure effective implementation of this part. In carrying out the responsibilities under this section, the Commissioner shall --	
1. Through the National Center for Education Statistics, provide to the appropriate committees of each House of the Congress and to the general public at least annually, and shall update at least annually, programmatic information concerning programs and projects assisted under this part and other Federal programs supporting the education of handicapped children, and such information from State and local education agencies and other appropriate sources necessary for the implementation of this part, including --	
A. The number of handicapped children in each State, within each disability, who require special education and related services;	How many children are being served? (1.C) Are there eligible children who are not being served? (1.B.3)

Continued--

Table B (continued)

Section 618	Evaluation Questions
B. The number of handicapped children in each State, within each disability, receiving education and the number of handicapped children who need and are not receiving a free appropriate public education in each State;	
C. The number of handicapped children in each State, within each disability, who are participating in regular educational programs, consistent with the requirement of Section 612 (5)(b) and Section 614 (a)(1)(C)(iv), and the number of handicapped children who have been placed in separate facilities, or who have been otherwise removed from the regular education placement;	In what settings are the beneficiaries being served? (2)
D. The number of handicapped children who are enrolled in public or private institutions in each State and who are receiving a free appropriate public education, and the number of handicapped children who are in such institutions and who are not receiving a free appropriate public education;	Are there eligible children who are not being served? (1.B.3) What services are being provided to children? (3)
E. The amount of Federal, State, and local expenditures in each State specifically available for special education and related services;	What resources are available for special education? (4.C.3)

Continued--

Section 618	Evaluation Questions
F. The number of personnel, by disability category, employed in the education of handicapped and the estimated number of additional personnel needed to adequately carry out the policy established by this Act; and	What instructional services are provided? What personnel are available for instructional services? (3.C) What related services are provided? What personnel are available for related services? (3.D)
2. Provide for the evaluation of programs and projects assisted under this part through --	
A. The development of effective methods and procedures for evaluation;	What are appropriate evaluation methodologies for determining the effectiveness of programs and projects? (6.H)
B. The testing and validation of such evaluation methods and procedures; and	How accurate are the data on intended beneficiaries? (1.E)
C. Conducting actual evaluation studies designed to test the effectiveness of such programs and projects.	
c. In developing and furnishing information under subclause (E) of clause (1) of subsection (b), the Commissioner may base such information upon a sampling of data available from State education agencies.	
d. 1. Not later than 120 days after the close of each fiscal year, the Commissioner shall transmit to the appropriate committees of each House of the Congress a report on the	

Continued--

Table B (continued)

Section 618	Evaluation Questions
progress being made toward the provision of a free appropriate public education to all handicapped children, including a detailed description of all evaluation activities conducted under subsection (b).	
2. The Commissioner shall include in each report --	
A. An analysis and evaluation of the effectiveness of procedures undertaken by each State education agency, and intermediate educational unit to assure that handicapped children receive special education and related services in the least restrictive environment commensurate with their needs and to improve programs of instruction for handicapped children in day or residential facilities;	What administrative procedures are in place? (5) Do placement procedures assure a placement in the least restrictive environment? (6.C) What are the improvements in programs in day and residential institutions? (6.F)
B. Any recommendations for change in the provisions of this part, or any other Federal law providing support for the education of handicapped children; and	What are the consequences of implementing the Act? (4)
C. An evaluation of the effectiveness of the procedures undertaken by each such agency or unit to prevent erroneous classification of children as eligible to be counted	What administrative procedures are in place? (5) (Federal, State and local) Were all children who were served intended to be served? (1.B.2)

Continued--

Table B (continued)

Section 618	Evaluation Questions
under Section 611, including actions undertaken by the Commissioner to carry out the provisions of this Act related to erroneous classification. In order to carry out such analyses and evaluations, the Commissioner shall conduct a statistically valid survey for assessing the effectiveness of individualized education programs.	Do procedures prevent erroneous classification? (6.D) Is there an individualized education program plan for each child? (3.A) Are all services stipulated in the individualized education program plan provided? (3.B)
e. Section 618 There are authorized to be appropriated for each fiscal year such sums as may be necessary to carry out the provisions of this section.	

Appendix B
Special Studies Funding History

The Bureau of Education for the Handicapped has adopted a plan for evaluating Public Law 94-142 which focuses on six questions. These questions are:

1. Are the intended beneficiaries being served? This question deals with the number and kinds of children being served by States in accordance with the provisions of P.L. 94-142.

2. In what settings are the beneficiaries being served? This question addresses the kinds of environments in which children are being educated.

3. What services are being provided to beneficiaries? This question addresses the kinds of teachers available and the services they provide to handicapped children.

4. What are the consequences of implementing the Act? This question addresses the administrative, fiscal, and attitudinal consequences of the Act.

5. What administrative procedures are in place? This question addresses the extent to which educational agencies are progressing in their administration of the provisions of the Act.

6. To what extent is the intent of the Act being met? This question addresses the several goals of the Act, including the goal of free appropriate public education for all handicapped children.

In the following pages, the studies initiated or planned to date are described and their relationship to these questions is demonstrated.

Progress to Date

This section describes special studies efforts through FY 1979 and demonstrates the relationship between the evaluation questions and the studies to date.

FY 1976: Initial Studies

P.L. 94-142 was enacted late in 1975 and was to become effective 2 years later, in school year 1977-78. The first research funds became available in the summer of 1976, a year when not only the Federal agency but also State and local agencies were gearing up to begin implementation. Because the provisions of the Act were not mandatory yet, it made little sense to study practices. Preliminary work was needed, however, for many of the questions.

Our attention fell on the first question (Are the intended beneficiaries being served?) for two reasons: first, Congress had specified in the Act that the Commissioner should validate the States' count of handicapped children; and second, the target of the Act was such a diverse population. The first question seemed especially difficult to answer. Three major studies were designed to illuminate the relevant parameters involved in answering the question.

Study 1. Analysis of State Data Reporting Capabilities. The purpose of this study was to determine the States' capacities to respond to the new reporting requirements inherent in P.L. 94-142. The study was conducted by Management Analysis Center (MAC). MAC analyzed the data requirements in the Act and the reporting forms being developed by the Bureau, and visited 27 States to test their capacity to respond. MAC reported on State capacity to provide information on four categories: children, personnel, facilities, and resources. They found capacity was relatively high on the first category and decreased across the remaining categories. They recommended deleting requirements for fiscal data since States could not adequately respond to such requests.

Study 2. Methods of Validating Child Count Data. The purpose of this study was to develop a sampling plan and a method that could be used by the Bureau to validate the State counts. The work was performed by the Stanford Research Institute (SRI). SRI evaluated all previously available data on incidence of handicapped children and concluded that the data reported by States were at least as accurate

as other data sources, if not more so. Regarding a procedure for validating the information, SRI concluded that these procedures should be incorporated into the counting procedures themselves. SRI has developed a handbook for States on how to do this.

Study 3. Analysis of State Definitions of Handicapping Conditions. The purpose of this study was to determine the extent to which State policies either (a) provided for services to children with disabilities other than those provided for under P.L. 94-142, or (b) used varying definitions or eligibility criteria for the same categories of children. The work was performed by the Council for Exceptional Children (CEC), who found that neither the types of children served nor the definitions varied widely. However, there were some instances in which eligibility criteria did vary. These variations will have to be considered when reviewing the counts of children reported by States.

Study 4. Implementation of Individualized Education Programs. The purpose of this study was to estimate the difficulty of implementing this particular provision of the Act. The work was performed by Nero and Associates and by internal staff. Four States were visited and a variety of individuals affected by the Act were interviewed. The study revealed that (a) similar concerns were identified both in States which already had provisions and in States which did not, and (b) similar concerns were raised by both special education and regular teachers. The findings are being used to design technical assistance and inservice training programs.

FY 1977

While the FY 1976 studies were heavily concerned with State data, the FY 1977 studies began moving toward studies of practices. Studies initiated during FY 1977 would be conducted during FY 1978, the first year in which the Act was effective.

Study 1. Analysis of State Data. The purpose of this study was to analyze data already available from States. The work was performed by TEAM Associates and by internal staff. The States prepared extensive program plans for their first year of implementation. These plans, as well as end-of-year performance reports, are provided to the Bureau annually. The State data contain all numerical information required in the Act as well as extensive information on policies and procedures. Analysis of the information contained in these State documents, as well as

information contained in Program Administrative Reviews, forms the backbone of the annual report to Congress.

Study 2. Progress in Implementation. The purpose of this study was to follow a small sample of school systems over a 5-year period to observe their progress in implementing the Act. Because Congress asked that the annual report describe progress in implementation, this in-depth study of processes was designed to complement the national trends reported by States. The work is being performed by SRI International. The first year of the study described the initial implementation process for 22 school districts and identified problematic areas. Differences and similarities were noted for sites differing by urbanicity, special education resources, and State education agency support.

Study 3. Criteria for Quality. This study was designed to lay the groundwork for future studies of the quality and effectiveness of P.L. 94-142 implementation. It was conducted by internal staff with the assistance of Thomas Buffington and Associates. The study focused on the four principal requirements in the Act: provision of due process, least restrictive placements, individualized education programs, and prevention of erroneous classification. The study solicited 15 position papers on evaluation approaches for each requirement for local education agency self-study guides. Four monographs addressing the evaluation of these four provisions of the Act were produced. Each monograph includes the relevant papers and a review by a panel of education practitioners. The monographs are now available at a cost recovery basis from Research for Better Schools, Inc., Philadelphia, Pennsylvania.

Study 4. A National Survey of Individualized Education Programs. The purpose of this study was to determine the nature and quality of the individualized education programs being designed for handicapped children. These programs are at the heart of the service delivery system and the Congress asked for a survey of them. The work was contracted to Research Triangle Institute (RTI). RTI spent the 1977-78 school year designing a sampling plan and information gathering techniques. Data collected in school year 1978-79 provided descriptive information about what IEP documents are like. The study found that 95 percent of handicapped children have IEPs. Most IEPs meet minimal requirements of the Act, except for the evaluation component. The findings will guide technical assistance.

Study 5. Analysis of Teacher Concerns. The purpose of this study was to assess the array of

concerns raised by teachers regarding the effects of the Act on their professional responsibilities. Several concerns were raised by teachers during the course of the FY 1976 study on individualized education programs and several have been raised by national teachers' organizations. Roy Littlejohn and Associates performed the work. They organized the concerns into general types and analyzed the relationships between these categories of concerns and the requirements of the Act. They visited six school districts to analyze details of a small number of examples. Recommendations were made for school districts to provide teachers with more information about P.L. 94-142.

Study 6. Analysis of Problems in Getting Started. The purpose of this study was to assess the first year of implementation of the Act. The work was performed by Education Turnkey Systems. Nine local school systems were observed during the 1977-78 school year and the first half of the 1978-79 school year to determine how priorities were established and how implementation decisions were made at each level of the administrative hierarchy. P.L. 94-142's implementation was observed to be well underway at each local education agency despite varying levels of resources and organizational differences between sites. Problem areas were identified but no changes in the Act were recommended at this time.

FY 1978

Whereas the FY 1977 studies were designed to capture general information on practices and progress in implementation, the studies undertaken during FY 1978 were more clearly focused on particular issues.

Study 1. Decision Rules for Determining Placements. The purpose of this 18-month study is to investigate the decision rules or criteria used by the courts and State hearing officers to determine the placements of handicapped children, the guidance given by States to school districts in the making of placement decisions, and the actual placement procedures used by school districts. Placement decision rules and interpretations of P.L. 94-142's least restrictive environment requirement will be compared across arenas. Exemplary practices at the State and local education agency levels will be described.

Study 2. Special Teens and Parents Study. This 5-year longitudinal case study investigates the impact of P.L. 94-142 on secondary learning disabled students and their families over time. The first

year focused on students in self-contained settings and examined parent-child-school communication. The second year will include resource settings and vocational planning.

Study 3. Study of Activist Parents and Their Disabled Children. This 5-year longitudinal case study focuses on parents who have responded energetically to the invitation to activism offered by P.L. 94-142, and seeks to determine how parent activism benefits the child over time. Effective strategies were identified and the history of their development described. The cost of parental involvement was described in emotional and economic terms, and program benefits to the child were shown.

Study 4. Study of the Quality of Educational Services Provided to Handicapped Children. This 5-year longitudinal case study investigates the extent to which school district and school implementation of P.L. 94-142 results in quality educational services to the handicapped child and the long-term consequences to the child and family. The first year focused on entry into special education during the preschool years, the emotional consequences of the diagnostic process, parental education about P.L. 94-142, and early programming for preschoolers.

Study 5. Impact of P.L. 94-142 on Children with Different Handicapping Conditions. This 5-year longitudinal case study focuses on differences over time in the impact of P.L. 94-142 implementation on children with various handicapping conditions and their families. The first year looked at the consequences to families from five theoretical perspectives and related these to the provisions and implementation of the Act.

Study 6. P.L. 94-142 Institutional Response and Consequences. This 5-year longitudinal case study investigates the relationship of school district response to P.L. 94-142 to handicapped child and family outcomes, such as self-concept, social skills and competencies, academic achievement, and economic activity. The first year report described examples of the Act at work and contrasted consequences of different implementation styles for different types of families.

Study 7. Analysis of State Data. The purpose of this 3-year study is to analyze data already available from States. The work is being performed by AUI Policy Research and by internal staff. State data available to the Bureau annually contain all numerical information required in the Act as well as extensive information on policies and procedures.

Analysis of the State data will be conducted throughout the year for dissemination to the field and for inclusion in the annual report to Congress.

FY 1979

The studies undertaken in FY 1979 are focused on particular issues in implementation of P.L. 94-142. Increasingly, there is examination of the extent to which the intent of the Act is being met.

Study 1. A Survey of Practices for the Assessment of Handicapped Children. The purpose of this study is to describe current practices and variation in practices in the assessment of handicapped children in the United States. Additionally, the survey should gather information which will permit an evaluation of the soundness of assessment procedures. The survey will examine assessment practices related to (a) the initial identification of a child as potentially handicapped, (b) the actual classification of a child as handicapped, and (c) the determination of the child's educational needs.

Study 2. Survey of Special Education and Related Services. The purpose of this study is to survey and describe the services provided by school districts and the number and nature of services actually received by handicapped children. The study will describe the provision of services to children at different age levels and with varying handicapping conditions and determine how service patterns have changed over time.

Study 3. Study of Special Education Student Turnover. Little is known about student flow between special and regular education. The purpose of this study is to (1) describe children leaving special education and reasons for departure, (2) identify the extent to which handicapped children transfer successfully into regular education programs, and (3) identify children who may receive a treatment of short duration and therefore may not be receiving services when Federal counts are taken.

Overview

The studies initiated during the preceding years address the Bureau's six questions in a variety of ways. The following tables demonstrate the way in which they combine to address the questions. Over the years, we hope our ability to answer the questions will grow and that both the questions and their answers will become increasingly precise.

TABLE 1

Summary of FY 1976 - FY 1979 Studies

Study	Research Question	Contractor	Final Report Date
	FY 1976 Studies		
Analysis of State Data Reporting Capabilities.....	1,5	Management Analysis Center	10/30/77
Methods of Validating State Counts of Children Served....	1	Stanford Research Institute	12/30/77
Analysis of State Definitions.....	1	Council for Exceptional Children	02/28/78
Implementation of Individualized Education Programs.....	4	David Nero & Associates	09/30/77
	FY 1977 Studies		
Analysis of State Data.....	1-6	TEAM Associates	12/77; 06/78
Progress in Implementation....	1-6	SRI International	Annually, September
Criteria for Quality.....	6	Thomas Buffington and Associates	12/78
Survey of IEPs.....	3,6	Research Triangle Institute	02/80
Teacher Concerns.....	4	Littlejohn and Associates	09/78
Problems in Getting Started...	4	Education Turnkey Systems	07/78; 03/79

Continued--

Table 1 (continued)

Study	Research Question	Contractor	Final Report Date
	FY 1978 Studies		
Decision Rules for Determining Placements.....	2,6	Applied Management Sciences	01/80
Special Teens and Parents Study.....	4,6	Abt Associates, Inc.	Annually, September
Study of Activist Parents and Their Disabled Children.....	4,6	American Institutes for Research	Annually, September
Study of the Quality of Educational Services Provided to Handicapped Children.....	4,6	The Huron Institute	Annually, September
Impact of P.L. 94-142 on Children with Different Handicapping Conditions.....	4,6	Illinois State University	Annually, September
P.L. 94-142 Institutional Response and Consequences....	4,6	High/Scope	Annually, September
Analysis of State Data.....	1-6	AUI Policy Research	Annually, September
	FY 1979 Studies		
Survey of Practices for the Assessment of Handicapped Children.....	1,6	Applied Management Sciences	09/81; 09/82
Survey of Special Education and Related Services.....	3,4	Rand Corporation	09/81; 09/82
Study of Special Education Student Turnover.....	1,6	SRI International	03/81

TABLE 2

Answering the Six Questions

Study	Intended Beneficiaries	Settings	Services	Consequences	Administrative Procedures	Intent of the Act
FY 1976						
State Data Capabilities	X				X	
Validating State Counts	X					
State Definitions	X					
Individualized Education Programs				X		
FY 1977						
Analysis of State Data	X	X	X	X	X	X
Progress in Implementation	X	X	X	X	X	X
Criteria for Quality						X
Survey of Individualized Education Programs			X			X
Teacher Concerns				X		
Problems in Getting Started				X		
FY 1978						
Decision Rules for Placements		X				X
Special Teens and Parents Study				X		X
Study of Activist Parents and Their Disabled Children				X		X
Study of the Quality of Educational Services Provided to Handicapped Children				X		X
Impact of P.L. 94-142 on Children with Different Handicapping Conditions				X		X
P.L. 94-142 Institutional Response and Consequences				X		X
Analysis of State Data	X	X		X	X	X

Continued--

Table 2 (continued)

Study	Intended Beneficiaries	Settings	Services	Consequences	Administrative Procedures	Intent of the Act
FY 1979						
Survey of Practices for the Assessment of Handicapped Children	X					X
Survey of Special Education and Related Services			X	X		
Study of Special Education Student Turnover	X					X

Appendix C

BEH Data Notes (March 1979)
BEH Study Review (April 1979)
BEH Study Review (June 1979)

BEH data notes

Bureau of Education for the Handicapped
U.S. Department of Health, Education, and Welfare

States To Receive $134 Million in P.L. 89-313 Allocations for FY 1979

An estimated 223,000 handicapped children will receive educational support from P.L. 89-313 in fiscal year 1979 with an average allocation of $595 per child. Public Law 89-313, an amendment to Title I of the Elementary and Secondary Education Act, provides aid to States for the education of handicapped children in State-operated schools, State-supported schools, and local education agencies. It is a project-oriented, child-centered program intended to stimulate the development of project which supplement, expand, or enrich existing educational programs, taking them beyond the basic activities normally supported through State or other funds. In 1966, the first year of the program, $16 million was allocated to States. As can be seen in Table 1, the amount appropriated has increased almost every year of the program. The number of children participating has increased from about 65,000 to nearly 225,000.

Allocations are made to State agencies which then receive applications from schools or conduct projects of their own. Since 1975 with the amendments of P.L. 93-380, P.L. 89-313 funds can follow deinstitutionalized children to local school programs. The number of children in LEA programs has increased from 7,000 for 1975 to more than 25,000 for 1979. The number of participating schools by type of agency is shown in Table 3. Of the more than 7,000 schools participating nearly 4,000 are State-supported or operated and about 3,000 schools are in local education agencies (LEA).

In Table 2 the State allocations are presented. Illinois will receive the largest allocation (over $15 million) while the lowest allocations are for Idaho and Guam ($249,000 and $172,000, respectively.) The funding formula provides 40 percent of a State's per pupil expenditure for each child counted; however, a

March 1979

The purpose of the *Data Notes* is to summarize information about the implementation of the Education for All Handicapped Children Act. This *Data Note* is the result of a joint effort of the Division of Innovation and Development and the Division of Assistance to the States.

EDWIN MARTIN, Deputy Chief Commissioner for the Bureau of Education for the Handicapped.

Inquiries concerning *Data Notes* should be addressed to Dr. Louis C. Danielson of the State Program Studies Branch, BEH-DID, 400 Maryland Ave., S.W., Washington, D.C. 20202.

Additional information about the program under Public Law 89-313 can be obtained from Dr. William Tyrell of the Division of Assistance to the States Branch, BEH-DAS, 400 Maryland Ave., S.W. Washington, D.C. 20202.

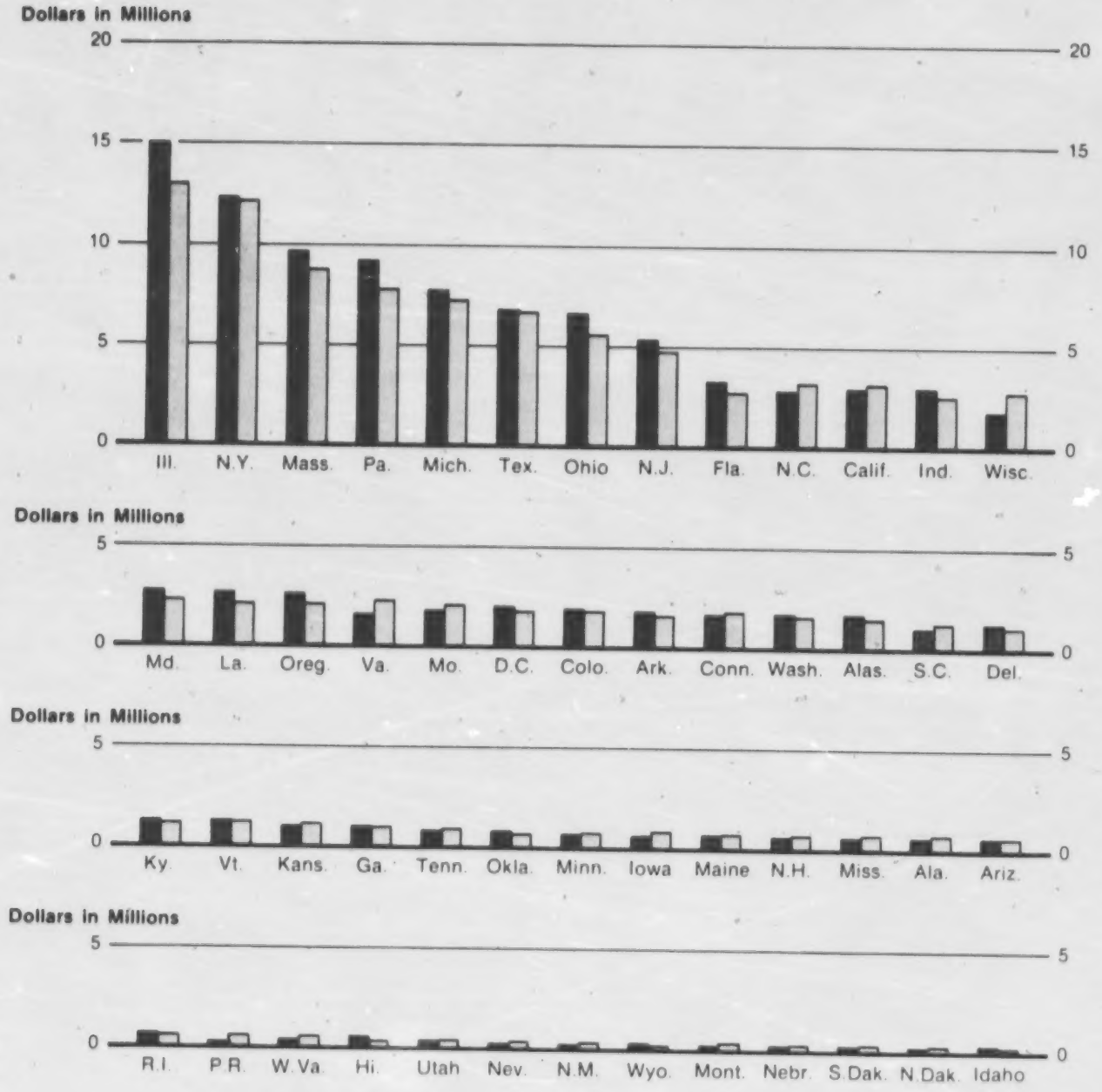
Table 1
Growth of Allocations Under P.L. 89-313, Fiscal Years 1966-79

Fiscal Year of Allocation	Amount Appropriated	Number of Children Counted[1]	Per Pupil Allocations
1966	$ 15,917,000	65,440	$ 242.23
1967	15,065,000	82,797	181.95
1968	24,746,000	87,389	283.17
1969	29,742,000	96,499	308.21
1970	37,482,000	110,531	399.11
1971	46,129,000	121,568	379.45
1972	56,381,000	131,831	427.68
1973	75,962,000	157,997	480.78
1974	85,778,000	166,415	515.45
1975	87,864,000	178,763	491.51
1976	95,869,000	188,078	509.73
1977	111,433,000	201,429	553.21
1978	121,575,000	223,804	543.22
1979	132,492,000	222,732	595.85

[1]These children were counted in October of the year 2 years prior to the allocation year.

Source: Bureau of Education for the Handicapped. P.L. 89-313, Summary for State Agencies, 1966-1979.

Figure 1
State Allocations Under Public Law 89-313



LEGEND

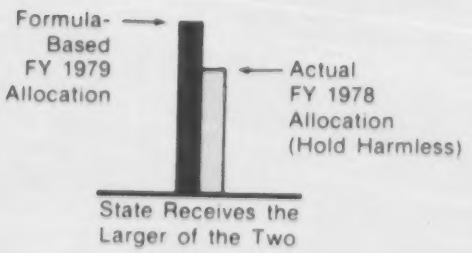


Table 2

State Allocations and Number of Children Participating in P.L. 89-313 Program, Fiscal Year 1979[1]

State	Number of Children Counted	FY 1978 Allocation (Hold Harmless)	FY 1979 Formula Based Allocation	FY 1979 Actual Allocation	Funds Received Per Child	Per Pupil Expenditure By Formula
Alabama	1,330	$656,016	$608,874	$656,016	$493.24	$457.80
Alaska	2,428	1,491,880	1,667,332	1,667,332	686.71	686.71
Arizona	1,147	592,077	619,059	619,059	539.72	539.72
Arkansas	3,856	1,569,192	1,765,277	1,765,277	457.80	457.80
California	5,352	3,263,228	3,027,038	3,263,228	609.72	565.59
Colorado	3,358	1,803,081	1,890,285	1,890,285	562.92	562.92
Connecticut	2,809	1,771,724	1,718,237	1,771,724	630.73	611.69
Delaware	1,887	1,083,644	1,213,605	1,213,605	643.14	643.14
Florida	6,360	2,827,191	3,301,222	3,301,222	519.06	519.06
Georgia	2,189	977,421	1,002,124	1,002,124	457.80	457.80
Hawaii	828	426,088	514,627	514,627	621.53	621.53
Idaho	543	239,469	248,585	248,585	457.80	457.80
Illinois	24,463	12,627,763	14,988,236	14,988,236	612.69	612.69
Indiana	6,280	2,617,820	3,027,902	3,027,902	482.15	482.15
Iowa	1,025	756,184	594,664	756,184	737.74	580.16
Kansas	1,920	1,107,450	1,048,704	1,107,450	576.79	546.20
Kentucky	2,631	1,105,832	1,204,472	1,204,472	457.80	457.80
Louisiana	5,934	2,161,190	2,716,585	2,716,585	457.80	457.80
Maine	1,592	730,816	729,359	730,816	459.05	458.14
Maryland	4,226	2,347,439	2,816,418	2,816,418	666.45	666.45
Massachusetts	14,490	8,706,953	9,950,428	9,950,428	686.71	686.71
Michigan	12,323	7,354,557	7,960,904	7,960,904	646.02	646.02
Minnesota	1,175	785,650	737,724	785,650	668.63	627.85
Mississippi	1,389	657,016	635,884	657,016	473.01	457.80
Missouri	3,810	2,134,901	1,816,951	2,134,901	560.34	476.89
Montana	493	372,368	299,512	372,368	755.31	607.53
Nebraska	585	345,267	321,434	345,267	590.20	549.46
Nevada	462	448,646	240,074	448,646	971.09	519.64
New Hampshire	1,263	677,470	607,895	677,470	536.39	481.31
New Jersey	7,925	4,708,163	5,442,177	5,442,177	686.71	686.71
New Mexico	615	394,923	293,257	394,923	642.15	476.84
New York	18,076	12,227,010	12,412,970	12,412,970	686.71	686.71
North Carolina	6,320	3,295,736	2,893,296	3,295,736	521.47	457.80
North Dakota	455	294,526	212,672	294,526	647.30	467.41
Ohio	13,530	6,175,712	6,788,169	6,788,169	501.49	501.49
Oklahoma	1,774	697,253	812,137	812,137	457.80	457.80
Oregon	3,832	2,118,127	2,595,644	2,595,644	677.36	677.36
Pennsylvania	14,338	7,991,232	9,231,091	9,231,091	643.82	643.82
Rhode Island	993	577,494	608,709	608,709	613.00	613.00
South Carolina	2,159	1,214,222	998,390	1,214,222	562.40	457.80
South Dakota	680	341,530	334,750	341,530	502.25	492.28
Tennessee	1,770	900,002	810,306	900,002	508.47	457.80
Texas	14,770	6,877,684	6,973,508	6,973,508	472.14	472.14
Utah	1,024	474,165	468,787	474,165	463.05	457.80
Vermont	2,221	1,168,671	1,200,384	1,200,384	540.47	540.47
Virginia	3,311	2,318,117	1,646,030	2,318,117	700.12	497.14
Washington	2,923	1,550,461	1,716,970	1,716,970	587.40	587.40
West Virginia	986	546,235	454,954	546,235	552.86	460.48
Wisconsin	3,118	2,905,141	1,926,425	2,905,141	931.73	617.84
Wyoming	622	275,538	393,975	393,975	633.40	633.40
District of Columbia	2,848	1,820,182	1,955,750	1,955,750	686.71	686.71
Guam	286	171,421	171,557	171,557	599.85	599.85
Puerto Rico	1,423	571,453	326,080	571,453	401.58	229.15
Virgin Islands	577	321,604	339,184	339,184	587.84	587.84
Total	222,732	$121,574,934	$128,270,583	$132,492,069	$594.85	$575.90

Source: Bureau of Education for the Handicapped. P.L. 89-313. Summary for State Agencies, 1979.
[1]Note that the second column shows the FY 1978 allocation.

Table 3

Distribution of Schools, Students, and Allocations by Agency Type

	Number of Schools	Number of Students	Amount of Money Allocated
State Operated	752	80,918	$ 47,180,000
State Supported In-State	2,935	114,471	69,354,000
State Supported Out-of-State	269	2,004	1,308,000
Local Education Agency	3,049	25,339	14,650,000
Total	7,005	222,732	132,492,000

Source: Bureau of Education for the Handicapped. P.L. 89-313, Summary for State Agencies, October, 1977.

Table 4

Distribution of Students and Allocations by Handicapping Condition

	Number of Students	Percent of Total Students	Amount of Money Allocated
Mentally Retarded	122,204	55%	$ 70,903,000
Deaf and Hard of Hearing	28,522	13	16,385,000
Visually Handicapped	10,007	4	6,078,000
Emotionally Disturbed	34,485	15	21,698,000
Orthopedically Handicapped	10,210	5	6,356,000
Other Health Impaired	17,304	8	11,073,000
Total	222,732	100%	$132,492,000

Source: Bureau of Education for the Handicapped. P.L. 89-313, Summary for State Agencies, October 1977.

State can not receive less than 80 percent nor more than 120 percent of the national average per pupil expenditure. There is also a "hold-harmless" provision which means that a State did not receive less than it received the year before. Twenty-three States and Puerto Rico were held harmless for FY 1979. Without the hold harmless provision an average of $458 per child would have been allocated rather than the actual allocation of $595 per child.[1]

According to the FY 1978 State Plans nearly three-fourths of the funds were to be spent to enrich instructional programs (i.e., by the addition of specialized teachers, consultants, evaluation specialists, speech pathologists, teacher aids) and to provide inservice training to the staff. Projects can also include guidance and counseling services and work-study. During FY 1979 more handicapped children formerly in State agency programs will be participating in special education programs in local agencies while the State institutions will be serving those children in need of programming who were previously on waiting lists.

Over 55 percent of the students participating in the 89-313 program during the October 1977 count were mentally retarded. In Table 4 the number of children participating is reported by handicapping condition. About 15 percent of the children were emotionally disturbed while 13 percent were deaf or hard of hearing.

[1]P.L. 95-561 amends the hold-harmless provision so that a State will receive no less than 85 percent of the State's allocation for the previous year. This reduces the magnitude of the hold-harmless provision by 15 percent starting with FY 1980. The effect will be to reduce the allocation for several States to a level below what the States would have received had the hold harmless provision remained at 100 percent.

Bureau of Education for the Handicapped
U.S. Department of Health, Education, and Welfare

Bureau of Education BEH for the Handicapped

Study Review

April 1979

A Nation-Wide Look At Individualized Education Programs

The purpose of BEH STUDY REVIEW is to disseminate information concerning research and evaluation activities supported by the Bureau of Education for the Handicapped. BEH STUDY REVIEW will be published on an intermittent basis by the State Program Studies Branch.

EDWIN MARTIN, Deputy Commissioner for the Bureau of Education for the Handicapped.

Inquiries concerning the BEH STUDY REVIEW should be directed to Dr. Mary Kennedy, Acting Chief of the State Program Studies Branch, BEH-DID, 400 Maryland Ave., S.W., Washington, D.C. 20202. Further information about the IEP survey can be obtained from Dr. Linda Morra at the same address.

By the time school opened in 1977, most educators were well aware of the Education for All Handicapped Children Act (Public Law 94-142) which requires that each handicapped child have a written individualized education program known as an IEP. However, while educators know that they must develop a written IEP for every handicapped child, it is also true that the Federal requirement allowed considerable flexibility. Therefore, State and local interpretations of the requirements are likely to differ. The Bureau of Education for the Handicapped (BEH) has two main approaches to reviewing actual IEP use. One approach is examination of State plans when BEH staff monitor compliance with the law in the various states. The second approach is the conduct of a survey to give a national picture of IEPs. The Research Triangle Institute is conducting the survey. Dr. John N. Pyecha is the project director.

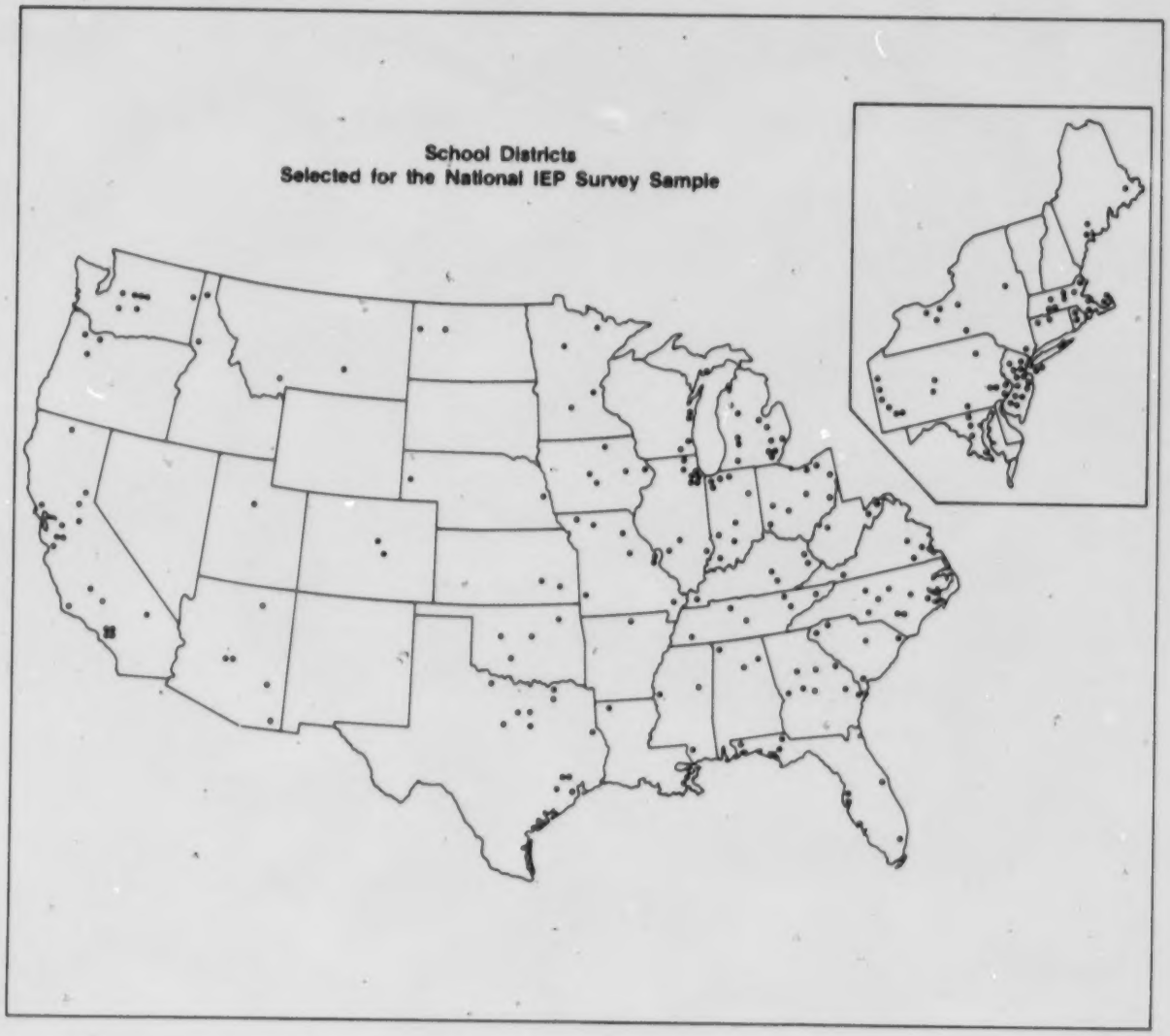
Do IEPs contain one goal statement or many goal statements? Do they contain general objectives or objectives written in measurable, behavioral terms? How long are IEPs? How many people participate in the development of IEPs? These are examples of the questions the survey designed by Research Triangle Institute will answer. Project staff started seeking answers to the questions in public schools and State facilities for the handicapped beginning February 1979.

The major purpose of this survey is to provide Congress with a description of the characteristics and content of IEPs, as well as the processes used to develop IEPs. The study is part of the Bureau's continuing process of reviewing major aspects of the law to assure effective and appropriate programming for handicapped children. It is anticipated that IEPs will not be "perfect" in all settings, but rather that this study and future ones will help improve IEP usage. Findings of the study may form the basis for training sessions for State and local educators, technical assistance materials, or revisions of the implementing regulations. The Education for All Handicapped Children Act, Section 618(d), requires a national survey describing IEPs to assist Congress in evaluating the usefulness of these documents. The Research Triangle Institute study is a first effort to provide Congress with this information.

The IEPs of 2,770 students from 515 schools in 232 school districts from 41 States will make up the nationally representative public school sample for the survey. Another sample of the IEPs of 600 students from 75 State-operated or State-supported facilities will define the nationally representative State facility sample. To be included in either sample, a student must be between 3 and 21 years old and also have been receiving special education and related services on December 1, 1978.

What specific questions about IEPs will the survey answer? The survey will provide answers to ten basic questions. These questions concern IEPs, student characteristics, and types of special education services specified in IEPs:

1. What do IEPs look like? Answers to this question can provide information about the format and general characteristics of IEPs. For example, if IEPs contain headings which match P.L. 94-


School Districts
Selected for the National IEP Survey Sample

142 IEP content requirements, some headings might be: (a) present levels of educational performance, (b) annual goals, and (c) short term instructional objectives. However, IEPs may contain other headings for information which, while not required, school personnel feel are important enough to include.

2. What kinds of information do IEPs contain? This question focuses on the content of IEPs. For example, the survey is determining the extent to which IEPs actually include annual goals and short term instructional objectives. Equally important are types of information which are not required, but which school personnel desire to include in IEPs.

3. How is information presented in IEPs? This question focuses on how the information in IEPs communicates. For example, the survey is determining if instructional objectives are general or specific, and if there is a match among identified child needs, annual goals, and instructional objectives. The survey will try to determine how annual goals included in IEPs differ from short term instructional objectives.

4. Who develops and approves IEPs? To answer this question, the number and types of signatures on IEPs will be examined. Efforts will be made to determine if signatures are indicative of having developed or approved the IEP or both. Because participant information is not likely to be provided in IEPs, a questionnaire is being used to obtain much of this information. The nature and extent of student and parent involvement in developing the IEP, for example, is being obtained from a questionnaire filled out by the student's teacher.

5. What types of special education and related services do IEPs specify? Answers to this questions will provide a national picture of the kinds of special education and related services prescribed for handicapped children. Both the number and combinations of services received is being examined. Services include, for example, reading, written English, math, social sciences, self-help skills, motor skills, physical education, social adaption, and vocational or prevocational training.

6. In what settings, and for what amount of time each week, do students receive services as specified in IEPs? Possible settings where children may receive special education and related services are the regular classroom, resource room, self-contained special class, special day school, residential school, hospital or home. The investigation includes the proportion of the academic week that students receive special education and related services, and the student/staff ratio in each setting.

7. What are the characteristics of students receiving special education services in public schools (or State facilities) in which they are enrolled? Student characteristics include age, grade, sex,

Substudy 1: Have IEPs Changed Over Time?

Research Triangle Institute is also conducting a substudy to determine what changes in the characteristics, content, and development process of IEPs have occurred over time. This substudy involves 515 of the 2,770 students included in the public school survey (one student in each of the 515 sampled schools will be selected). The specific question answered by the substudy is:

- *What changes have occurred in the characteristics and content of IEPs, the process used to develop them, and in the nature and setting of special services they specify?*

To answer the question, the IEP from the preceeding year is being analyzed along with the IEP for the current year for each student in the substudy. A questionnaire is also being given to the teacher(s) most familiar with the student's IEP from the preceeding year.

race, and handicapping condition. School and school district characteristics include, for example, size and special education student enrollment. For State facilities, information such as the number of instructional staff and the grade levels included in the educational facility are being obtained.

8. How do the type, setting, and amount of special education services specified in IEPs vary by student and school (or State facility) characteristics? Answers to this question can help identify groups for which P.L. 94-142 implementation appears quite successful, or those groups for which implementation is still a problem.

9. How do the format, characteristics, content, and development process of IEPs vary by student and school (or State facility) characteristics? Answers to this question will, as with the previous question, identify groups for whom implementation of the IEP requirements has been successful or problematic.

10. How do IEPs and the process of developing them differ for children served in public schools as compared with students served in state facilities? Answers to this question will provide comparisons between public schools and State facilities of IEP characteristics and the nature of services provided to students.

How is all this information being collected? Project staff are visiting each school or State facility to select the student sample. They are also photocopying each selected student's IEP (minus any personally identifiable information) and distributing questionnaires to the teacher most knowledgeable of the student's IEP, and to the school principal or director of the State facility. Another questionnaire on school district characteristics is also being distributed to school superintendents. The completed questionnaires and IEP copies will be analyzed at Research Triangle Institute.

Information from the study will be analyzed during the summer and fall of 1979. The final report should be available early in February 1980.

Substudy 2: Do Students Receive the Services Specified in IEPs?

Research Triangle Institute is conducting a second substudy to determine the extent to which services provided to handicapped children match those specified in IEPs, and to determine how knowledgeable parents are about their child's IEP. Specific questions to be addressed are:

- *How do the special education services actually received by students match those specified in their IEPs?*
- *How knowledgeable are parents about their children's IEPs?*

This substudy will involve 55 of the 515 students selected for the first substudy. Answers to the substudy questions are being obtained through interviews and study of each student's school records.

Bureau of Education BEH for the Handicapped

Study Review

Issues and Choices in Evaluating Public Law 94-142 Implementation

What would exemplary implementation of the Public Law 94-142 individualized education program or due process provisions look like within a school district? What are the possible standards for exemplary implementation? One possible issue, for example, is content and format of individualized education programs (IEPs). To one person exemplary implementation of the IEP requirements might be evident if the IEP contains objectives which are related to goal statements and the child's current educational performance. But to another person exemplary implementation of this requirement might mean that objectives are written in measurable, behavioral terms. This example provides an indication of the multitude of issues and choices involved in any evaluation of exemplary P.L. 94-142 implementation.

The Bureau of Education for the Handicapped (BEH) undertook a study to both explore issues and stimulate thought regarding different ways of evaluating P.L. 94-142 implementation. The Bureau is interested in developing and disseminating exemplary implementation procedures. State education agencies (SEAs), responsible under P.L. 94-142 for monitoring local implementation of the law and providing technical assistance, must develop State standards for implementation. In addition, school districts must conduct their own internal evaluation of implementation. Thus, there are multiple audiences for this exploratory study. The study was conducted by internal BEH staff members with the support of Thomas Buffington Associates, a firm located in Washington, D.C.

The criteria study had three major parts. First, position papers were commissioned to provide judgements of quality implementation of four major provisions of the law—individualized education programs, least restrictive environment, protection in evaluation procedures, and due process procedures. Four position papers were commissioned on each provision except due process, in which three position papers were obtained. Secondly, four small panels (one on each topic) were convened to respond to and discuss the papers. These panels consisted largely of education practitioners. The final part of the study involved developing four monographs. Each monograph addresses the evaluation of one of the four mentioned provisions of the law and includes an overview of the study problem, the position papers, and a summary of the view from the panel.

The Position Papers

Evaluation standards are typically derived from an individual's experience, knowledge, and/or values. Because a wide choice of standards is possible in considering the evaluation of P.L. 94-142 implementation, authors were selected for this study whose experience, knowledge, and values would tend to differ. Naturally the position papers on each topic do not represent all the possible choices of standards which could be identified. They do represent, however, approaches to the problems of quality in relation to implementation of the provision.

Authors were provided guidelines for writing the position papers. For example, while it is recognized that the four provisions are quite interrelated, authors were requested to limit themselves as much as possible to the one provision assigned. Authors were typically asked to consider evaluation of the effectiveness of implementation of the provision as well as the quality of implementation of procedures. They were also requested to develop criteria which could be used at the school district level and to take into consideration differences in school district characteristics. Finally, authors were asked to focus on *exemplary* implementation of the law.

The Panels

In the initial formulation of the study, some thought was given to later development of self-study guides which could be adapted for use by SEAs and/or school districts interested in evaluating their progress in implementation. Over time, the purpose of the panels was stated as pre-

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The purpose of BEH STUDY REVIEW is to disseminate information concerning research and evaluation activities supported by the Bureau of Education for the Handicapped. BEH STUDY REVIEW will be published on an intermittent basis by the State Program Studies Branch.

EDWIN MARTIN, Deputy Commissioner for the Bureau of Education for the Handicapped.

Inquiries concerning the BEH STUDY REVIEW should be directed to Dr. Mary Kennedy, Acting Chief of the State Program Studies Branch, BEH-DID, 400 Maryland Ave., S.W., Washington, D.C. 20202. Further information about the evaluation papers can be obtained from Dr. Linda Morra at the same address.

liminary discussion of the feasibility of using the position papers as a base for developing self-study guides.

Panel meetings were structured into three distinct parts. First, authors presented overviews of their papers and responded to questions. Second, large group discussion was held of issues related to the provision and the study. Finally, three subgroups were formed to discuss the usefulness of administrative self-study guides.

The Monographs

The monographs are available from Research for Better Schools, Inc. (RBS). RBS is a non-profit corporation which operates on a cost-recovery basis. The prices it charges for publications are determined by the cost of producing the materials. Specific information on ordering the monographs can be found on the last page of this *Study Review*.

A Brief Description of the Position Papers

Individualized Education Programs (IEPs)

Beth Stephens and Daniel J. Macy. *Auditing the IEP System: A Self-Audit System for Use by Local Education Agencies.*

The authors believe that as school district personnel strive to provide IEPs to their handicapped students, they will recognize the need to monitor IEP functioning to determine what portions work in an expected manner, and what portions require revision. The intent of the authors' paper is to provide school district personnel with criteria they can use in a self-audit of their IEP system. The authors list ten basic steps required in the design, implementation, and evaluation of IEPs. For each of these steps, criteria are listed which can be used to determine the degree of success achieved in implementing that component. The authors also discuss methods to be used in selecting an audit sample, in collecting and scoring audit data, and in follow-up or revisions.

Richard P. Iano. *Education Theory and Evaluation Criteria for Individualized Education Programs.*

The author's premise is that educational philosophies, covertly if not overtly, form the basis for educational ideas and practices. The author examines two educational philosophies or belief-systems and their implications for IEPs. The one belief system, and the more familiar of the two, is called the positivist-empiricist philosophy. The author examines the belief in science underlying this philosophy and describes its culmination in diagnostic-prescriptive teaching, as well as influence on IEP evaluation. Having rejected this educational philosophy, the author turns to describe another educational philosophy termed experience methodology, which relies heavily on John Dewey's concept of the active learner. The author describes the consequences of this belief system for educational evaluation and, based on this philosophy, develops criteria for evaluating implementation of the IEP requirement.

Hill M. Walker. *The IEP as a Vehicle for Delivery of Special Educational and Related Services to Handicapped Children.*

Taking a comprehensive view of the IEP developmental process, this author lists nine steps that are essential to the planning process. For each step in the process, best practice standards are presented. The author also specifies qualitative standards for the IEP document itself and addresses the issues of: (1) adequacy, quality, and completeness of information needed to develop the IEP, (2) internal consistency of the document, (3) comprehensiveness, (4) specificity of long and short term objectives, (5) evaluation procedures, (6) placement and, (7) implementation instructions. Finally, the author discusses implementation processes, practices, and procedures. An IEP case manager is viewed as critical to the successful implementation of IEPs for handicapped children.

Patricia H. Gillespie. *A Planned Change Approach to the Implementation of the IEP Provision of P.L. 94-142.*

This paper presents the IEP requirements as a change impacting on the school district. The author argues in favor of the need for self-initiated, systematic efforts toward change. A systems approach to planned change is presented within the context of a normative-re-educative change strategy. This strategy serves as a theoretical basis for IEP criteria. Criteria are presented for (1) planning, implementation, review, and revisions for IEPs, (2) maximizing present resources within school districts and developing new modes of delivery for solving problems, and (3) seeking external and internal resources for the multiple exchange of information and services, developing procedures for collaborative problem-solving, and evaluating for the purposes of self-analyses and self-renewal.

Placement in the Least Restrictive Environment (LRE)

Sheila Lowenbraun and James Q. Affleck. *Least Restrictive Environment.*

The authors attempt to come to grips with some of the complex philosophical, sociological, and economic issues involved in implementing the LRE provision. The authors discuss problems and issues regarding placement of handicapped children in institutions, residential schools, and special day schools and present criteria for use of these placements as a least restrictive environment. Criteria are also provided for implementing the LRE within a school district and processes for determining the LRE are addressed. The authors describe a

planning process for LRE implementation which involves district-wide, cluster, and individual school planning.

Gregory F. Aloia. *Assessment of the Complexity of the Least Restrictive Environment Doctrine Public Law 94-142.*

The author provides recommendations, forms, and suggestions for implementation of the Federal Regulations on the least restrictive environment. Components addressed include: (1) LRE placement options, (2) distance from regular education, (3) academic and non-academic involvement in regular education, (4) placement in the closest community school, (5) harmful effects, (6) placement decision-making, (7) transitioning and monitoring of the placement, (8) in-service training, (9) parental consent, and (10) relationships with other agencies. The author also discusses the attitudes and expectations of parents, teachers, and administrators regarding the LRE doctrine, as well as general LRE issues and concerns.

Jay Gottlieb. *Placement in the Least Restrictive Environment.*

The author discusses the need for well-defined criteria to judge the appropriateness of a placement for a handicapped child. The argument is made that guidelines for appropriate decision-making in special education should be based on research evidence. The author presents a review of research studies concerning the academic achievement and social adjustment of handicapped children. Criteria for determining whether a handicapped child is being educated in the appropriate least restrictive environment are developed for two groups of handicapped children: those children residing in institutional facilities who may be considered for placement in community schools, and those currently enrolled in public schools. The criteria, where possible, are based on relevant research findings.

Thomas K. Gilhool and Edward A. Stutman. *Integration of Severely Handicapped Students: Towards Criteria for Implementing and Enforcing the Integration Imperative of P.L. 94-142 and Section 504.*

A legal perspective is brought to the problem by these two authors. The authors argue that only those children whose disability does not allow them to move from their home setting for schooling, or whose learning requires for a brief and limited time period and/or specific purposes that they be schooled in isolated settings, should be in handicapped-only centers. It is the authors' premise that all other handicapped children can, and therefore need to be, schooled in regular classes (and its variations) or in separated classes located in schools where non-handicapped children are also schooled. In support of this argument, the authors draw upon the legislative and judicial histories of P.L. 94-142 and Section 504, judicial and administrative interpretations of these laws, and Congressional intents.

Protection in Evaluation Procedures (PEP)

Reginald L. Jones. *Protection in Evaluation Procedures: Criteria and Recommendations.*

The author identifies major areas of the special education identification, assessment, and placement process where protection in evaluation procedures are necessary. For each area, criteria are presented which can be used to assess the adequacy of school district testing/assessment programs. Based on the author's opinion, criteria are classified as (a) required by P.L. 94-142, (b) desirable, or (c) ideal. Major areas identified by the author include: (1) provisions for testing and assessment, (2) parent communication and participation in the evaluation, (3) dimensions of assessment, (4) adequacy and functioning of the planning and placement team, (5) adequate test use, and (6) follow-up. Topics discussed by the author include the fair use of tests with minority/low SES populations, early developmental assessment and test evaluation. The argument is made that too little attention has been paid to the educational validity of tests, and that tests should not only be free of racial, sex, and ethnic bias, but also be valid for the development and assessment of instruction.

James E. Ysseldyke. *Implementing the "Protection in Evaluation Procedures" Provisions of Public Law 94-142.*

In this position paper the argument is made that the only assessment methodologies which should be used in educational settings are those for which there is empirically demonstrated support. The author addresses the wide issue of abuse in using assessment data to make decisions about students. The assessment process is defined as including screening and referral, placement and classification, instructional planning, individual pupil evaluation, and program evaluation. Factors discussed for each step in the process are the kind of decision to be made, acculturation, technical adequacy, tests as samples of behavior, bias in decision-making, and bias following assessment. The author presents criteria for both the collection of information and the use of assessment information. A major problem identified by the author is the use of unreliable norm-reference tests in decision-making. The author describes the use of true scores as an alternative suggested procedure.

Jane R. Mercer. *Protection in Evaluation Procedures.*

The author's premise is that in order to meet P.L. 94-142 requirements for multidimensional assessment, three assessment models must be used; the medical model, the social adaptivity model, and the general intelligence model. As described by the author, each of the models has a different approach to the issue of determining the validity of a measure and each generates different

definitions of test "bias", "fairness", and "racially and culturally nondiscriminatory assessment". The author integrates the three models into an overall design for racially and culturally nondiscriminatory assessment. The composition, roles and functions of the assessment team are also discussed. Finally, the author presents a series of checklists and ratings which can be used by an educational agency to evaluate the extent to which the standards for protection in evaluation, as described in the paper, are being attained.

Ellis B. Page. *Tests and Decisions for the Handicapped.*

The author focuses on three basic issues related to tests and decisions for handicapped students: the decision-making process, problems of reliability, and problems of fairness. Discussion of each issue leads to recommendations concerning implementation of the Protection in Evaluation Procedures requirement of P.L. 94-142. The decision-making process is examined in relation to formal decision analysis with particular emphasis on the role of values in such decisions, and ways of determining values. The difficulty of finding reliable and valid assessment methods for handicapped children is considered from a psychometric perspective. Particular attention is given to the problems of using true scores. Under the issue of fairness, sources of group differences and likelihood of remediation through differential treatment are discussed.

Due Process

Donald N. Bersoff. *Procedural Safeguards.*

This position paper opens with a general perspective on due process in the law and discussion of the three basic components of consent— knowledge, voluntariness, and capacity. This discussion is followed by a section by section analysis of the due process implementing regulations. The author investigates the meaning of each subsection and provides suggestions as to how the requirements can be implemented with minimum financial costs, and how the schools can meet not only the letter of the law, but its intent to ensure that the rights of parents, children, and schools are protected. The author offers "models" of the content of parent notices, hearing decisions, and use of surrogate parents. Special attention is given to the selection and training of hearing officers and surrogate parents.

Milton Budoff. *Implementing Due Process Safeguards: From the User's Viewpoint.*

The author uses a research study conducted in Massachusetts to identify variables that are likely to influence school and parent experiences with due process hearings. The variables were distilled from the author's experience observing and interviewing persons—parents, school officials, hearing officers, and advocates—who became involved in formal hearing. Three major categories of variables are described. The first category is historical community involvement which includes the community's history of special education. The second category consists of structural variables. This category encompasses social structural school district characteristics such as size and teacher training, as well as the manner chosen by the school district to implement the due process system. The remaining category includes process variables. The key process variables relate to parent-school communication. The category includes functioning of the system as perceived by users and the manner in which the school system implements the notice and consent requirements. The variables, which are related to the notice and consent requirements, are used as the basis for implementation criteria. Criteria are further presented for three school district developmental implementation stages.

Lawrence Kotin. *Recommended Criteria and Assessment Techniques for the Evaluation by LEAs of their Compliance with the Notice and Consent Requirements of P.L. 94-142.*

The author discusses the judicial models and educational concerns from which the P.L. 94-142 notice and consent requirements were derived, and the intents behind the requirements. The purpose of the paper is to demonstrate how these regulations can be implemented to increase the effectiveness of a school district's special education system. The author recommends criteria, standards, and techniques which respond to both the letter and underlying intents of the notice and consent requirements. Emphasis is given to formal and informal steps in the process of giving notice, the timing and form of the notice, and manner of delivery of the notice. The author highlights the need to recognize the diversity of families to be served and respond to that diversity through the use of special procedures and techniques in relation to giving notice and obtaining consent. The author also identifies criteria that can be used to determine the effectiveness of the due process notice and consent procedures implemented by a school district.

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Appendix D

Tables

TABLE D - 1.1A

NUMBER OF CHILDREN AGES 3-21 YEARS SERVED UNDER P.L. 89-313 AND P.L. 94-142
BY HANDICAPPING CONDITION

SCHOOL YEAR 1979-1980

STATE	SPEECH IMPAIRED	LEARNING DISABLED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	OTHER HEALTH IMPAIRED	ORTHO-PEDICALLY IMPAIRED	DEAF AND HARD OF HEARING	VISUALLY HANDI-CAPPED	MULTI-HANDI-CAPPED	DEAF AND BLIND	TOTAL
ALABAMA	14,106	15,670	35,127	3,503	516	408	1,157	521	1,307	63	72,378
ALASKA	2,739	5,716	906	333	59	156	205	48	68	12	10,242
ARIZONA	11,275	22,372	6,879	4,389	609	856	898	331	708	16	48,303
ARKANSAS	11,475	13,250	17,433	475	450	442	718	317	438	29	45,027
CALIFORNIA	108,284	117,974	39,810	28,525	39,493	15,191	7,172	2,854	3	267	359,533
COLORADO	10,478	20,501	6,808	8,408	0	702	913	285	1,103	33	47,228
CONNECTICUT	14,342	25,019	8,212	11,585	944	537	1,233	642	38	1	62,551
DELAWARE	1,898	6,528	2,629	2,726	16	252	182	124	48	31	14,434
DISTRICT OF COLUMBIA	1,602	1,128	1,309	450	180	234	50	55	188	41	5,217
FLORIDA	41,072	47,829	29,973	10,931	0	2,735	2,060	853	1,492	18	136,963
GEORGIA	23,729	27,098	30,274	13,960	1,483	560	2,092	804	1,809	38	101,847
HAWAII	1,202	6,938	2,120	371	4	165	322	52	184	24	11,382
IDAHO	4,176	7,891	3,021	538	575	483	483	250	629	20	18,066
ILLINOIS	78,684	72,697	50,770	31,540	2,408	4,402	5,177	2,147	2,450	188	250,463
INDIANA	47,783	17,373	27,165	2,053	400	863	1,429	601	1,123	28	98,818
IOWA	16,044	23,981	12,955	3,243	3	673	1,063	321	667	39	58,969
KANSAS	12,886	12,528	7,780	2,590	703	339	765	251	852	39	38,733
KENTUCKY	22,958	14,205	23,321	2,623	1,013	629	1,059	447	649	183	67,087
LOUISIANA	24,640	29,416	20,713	5,201	1,483	734	1,681	551	1,183	38	85,640
MAINE	5,575	7,640	5,293	3,681	310	346	459	135	860	8	24,307
MARYLAND	24,488	48,118	11,870	3,616	1,838	1,102	1,868	873	2,152	38	93,763
MASSACHUSETTS	40,908	35,246	26,822	24,787	5,640	285	6,487	1,128	283	283	141,869
MICHIGAN	54,127	43,472	31,188	18,063	0	4,128	3,205	1,149	53	0	155,385
MINNESOTA	23,248	35,201	14,894	3,945	1,681	1,246	1,615	474	42	20	82,346
MISSISSIPPI	14,084	8,136	18,720	286	18	332	543	228	130	14	42,430
MISSOURI	33,337	30,592	23,192	8,000	1,056	717	1,195	430	1,864	91	98,134
MONTANA	3,879	5,266	1,780	459	111	129	290	190	660	17	12,781
NEBRASKA	10,548	9,952	7,015	1,386	0	461	511	187	326	0	30,386
NEVADA	3,086	5,380	1,385	320	194	266	194	74	319	9	11,207
NEW HAMPSHIRE	1,626	6,320	2,453	1,058	198	206	293	257	213	3	12,627
NEW JERSEY	60,544	45,335	18,849	13,493	2,177	1,882	2,259	1,428	3,581	80	149,578
NEW MEXICO	4,103	9,956	3,439	1,623	17	182	470	156	487	46	20,479
NEW YORK	43,751	30,975	47,960	45,692	35,407	6,920	5,208	2,081	542	51	218,587
NORTH CAROLINA	26,946	34,017	43,507	3,692	900	1,146	2,246	845	1,542	53	114,894
NORTH DAKOTA	3,258	3,474	2,083	291	60	104	206	87	198	19	9,776
OHIO	65,439	58,214	64,422	4,277	0	3,543	2,676	1,023	1,662	96	201,352
OKLAHOMA	19,109	25,035	13,781	558	352	265	796	323	643	35	60,997
OREGON	11,819	19,801	5,991	2,265	639	1,243	1,688	599	85	15	44,145
PENNSYLVANIA	72,127	46,307	49,276	12,494	289	2,096	4,804	2,318	525	8	190,244
PUERTO RICO	989	2,670	10,539	1,459	663	662	1,372	1,217	1,377	87	21,035
RHODE ISLAND	3,437	8,728	1,989	1,092	187	184	258	61	115	20	16,071
SOUTH CAROLINA	21,021	16,240	26,090	4,882	72	847	1,098	576	622	18	71,466
SOUTH DAKOTA	4,847	2,437	1,245	309	19	163	445	85	327	3	9,880
TENNESSEE	31,824	27,221	23,302	3,084	1,534	1,170	2,358	796	1,706	9	93,004
TEXAS	70,585	123,781	31,033	11,084	3,102	2,736	4,578	1,485	19,087	241	267,612
UTAH	7,834	12,760	3,327	9,650	108	211	680	303	1,231	23	36,127
VERMONT	3,168	4,481	3,363	328	185	264	293	89	241	16	12,424
VIRGINIA	32,101	27,842	18,950	5,025	530	513	1,495	1,642	2,908	45	91,051
WASHINGTON	11,495	20,782	11,063	9,466	1,199	1,018	1,302	418	1,265	41	54,049
WEST VIRGINIA	10,089	9,174	11,552	828	767	321	410	256	545	22	33,964
WISCONSIN	15,780	23,283	15,004	7,475	572	915	1,264	414	855	49	65,611
WYOMING	2,697	4,689	1,044	630	100	109	203	46	334	21	9,873
AMERICAN SAMOA	0	49	65	0	1	3	22	5	18	4	167
GUAM	382	200	921	27	0	1	97	27	127	8	1,790
NORTHERN MARIANAS	0	22	9	0	0	0	15	2	9	1	58
TRUST TERRITORIES	225	92	19	33	57	26	1,140	18	109	23	1,742
VIRGIN ISLANDS	285	146	732	43	0	13	57	12	15	15	1,318
BUR. OF INDIAN AFFAIRS	883	2,281	821	286	30	39	114	42	343	0	4,839
U.S. AND TERRITORIES	1,188,967	1,281,379	882,173	331,067	106,292	66,248	82,873	32,679	61,965	2,576	4,036,219

TABLE D - 1.1B

NUMBER OF CHILDREN AGES 3-21 YEARS SERVED UNDER P.L. 89-313 AND P.L. 94-142
BY HANDICAPPING CONDITION

SCHOOL YEAR 1978-1979

STATE	SPEECH IMPAIRED	LEARNING DISABLED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	OTHER HEALTH IMPAIRED	ORTHO-PEDICALLY IMPAIRED	DEAF AND HARD OF HEARING	VISUALLY HANDI-CAPPED	MULTI-HANDI-CAPPED	DEAF AND BLIND	TOTAL
ALABAMA	16,305	12,563	33,923	2,801	496	408	1,143	553	1,500	57	69,749
ALASKA	2,286	5,114	1,051	322	84	124	203	34	109	14	9,341
ARIZONA	10,691	20,751	7,238	3,893	654	915	873	330	458	11	45,814
ARKANSAS	9,651	10,453	17,703	382	286	417	702	298	447	6	40,345
CALIFORNIA	113,246	92,957	41,023	23,199	35,164	19,095	7,197	2,789	0	216	334,887
COLORADO	10,558	19,487	8,259	5,610	0	858	1,002	316	566	20	46,676
CONNECTICUT	14,664	24,246	8,954	10,618	353	584	1,252	682	185	1	61,539
DELAWARE	2,054	5,565	2,839	2,527	95	246	185	105	42	21	13,679
DISTRICT OF COLUMBIA	2,129	1,767	1,882	752	186	271	54	77	173	21	7,312
FLORIDA	37,302	42,674	31,990	10,200	0	2,120	1,952	925	1,281	19	128,463
GEORGIA	23,812	22,949	31,214	12,514	2,122	394	2,559	911	1,253	58	97,786
HAWAII	803	6,622	2,465	348	12	186	344	55	135	22	11,002
IDAHO	4,087	6,755	3,721	379	818	714	422	315	351	2	17,544
ILLINOIS	77,192	70,931	46,977	28,721	2,500	3,645	4,819	2,020	5,025	151	241,981
INDIANA	49,266	13,061	28,269	1,810	307	826	1,529	620	1,107	41	96,836
IOWA	17,069	21,674	12,786	2,607	0	512	1,021	240	701	43	56,683
KANSAS	13,710	11,062	7,945	2,113	389	263	671	227	659	48	37,088
KENTUCKY	22,117	11,368	23,060	1,776	1,828	602	1,055	479	584	106	62,975
LOUISIANA	35,251	24,739	22,661	5,383	1,162	565	1,788	555	1,231	34	93,369
MAINE	5,987	7,228	5,467	3,533	393	267	439	165	786	18	24,283
MARYLAND	22,972	42,616	12,134	3,469	1,489	1,274	1,781	692	2,111	33	88,571
MASSACHUSETTS	40,084	34,457	26,671	24,541	3,038	2,929	6,837	1,263	679	277	140,576
MICHIGAN	59,632	38,149	32,921	16,109	0	4,181	3,208	1,135	28	0	155,363
MINNESOTA	22,766	32,982	14,973	3,754	1,454	1,076	1,434	503	351	36	79,329
MISSISSIPPI	13,675	5,977	18,330	135	15	311	580	209	0	8	39,240
MISSOURI	35,950	27,787	24,717	5,882	1,181	764	1,306	496	1,400	59	99,542
MONTANA	4,025	4,912	2,126	474	99	147	347	168	237	14	12,549
NEBRASKA	11,102	9,402	7,887	1,497	0	424	615	195	130	0	31,252
NEVADA	3,534	4,915	1,780	511	66	78	198	80	232	11	11,405
NEW HAMPSHIRE	1,415	5,394	2,360	652	194	177	267	235	154	2	10,850
NEW JERSEY	63,473	41,878	21,386	13,178	1,801	2,221	2,612	1,457	3,890	96	151,992
NEW MEXICO	3,343	9,163	3,930	1,588	34	192	451	159	332	47	19,239
NEW YORK	48,140	19,410	48,566	39,403	39,291	4,232	7,249	2,428	169	28	208,906
NORTH CAROLINA	26,452	26,960	45,557	2,937	1,088	1,003	2,171	7[illegible]	1,172	77	108,197
NORTH DAKOTA	3,504	3,252	2,050	260	35	80	202	71	193	13	9,660
OHIO	63,773	48,811	66,411	3,476	0	3,470	2,712	985	1,221	130	190,989
OKLAHOMA	17,965	22,779	14,025	440	618	282	787	289	589	35	57,809
OREGON	12,397	16,966	6,195	2,369	436	918	1,451	528	0	0	41,260
PENNSYLVANIA	75,129	38,030	51,340	11,103	273	2,709	4,950	2,556	428	4	186,522
PUERTO RICO	701	1,480	13,510	758	443	464	1,477	306	780	49	19,968
RHODE ISLAND	3,181	6,952	2,243	1,111	213	176	271	67	98	16	14,328
SOUTH CAROLINA	20,878	14,516	27,276	4,549	45	824	1,160	602	475	11	70,336
SOUTH DAKOTA	4,683	2,036	1,374	334	73	166	469	48	284	12	9,479
TENNESSEE	31,542	24,817	26,510	2,656	1,478	1,278	2,322	875	1,561	15	93,054
TEXAS	73,845	129,784	36,259	9,729	2,557	2,906	5,935	1,471	10,796	217	273,499
UTAH	7,426	12,411	3,532	9,598	125	288	669	248	1,057	11	35,265
VERMONT	3,064	1,691	2,593	3,876	130	219	333	93	126	5	12,130
VIRGINIA	32,604	23,398	19,468	3,955	664	602	1,797	1,681	2,953	51	87,173
WASHINGTON	12,787	17,195	11,374	5,468	345	1,817	1,216	365	1,232	77	51,876
WEST VIRGINIA	9,397	7,760	11,181	660	781	286	553	288	372	15	31,293
WISCONSIN	14,157	19,544	15,792	6,393	640	1,544	1,345	456	565	47	60,483
WYOMING	2,647	4,404	1,081	590	124	90	263	61	266	16	9,542
AMERICAN SAMOA	14	97	84	0	7	9	25	4	0	0	240
GUAM	831	76	1,457	56	0	0	109	29	52	9	2,619
NORTHERN MARIANAS	12	1	13	1	1	7	18	3	8	1	65
TRUST TERRITORIES	91	1,082	42	5	7	46	112	55	35	5	1,480
VIRGIN ISLANDS	205	137	586	53	1	15	56	6	17	14	1,090
BUR. OF INDIAN AFFAIRS	609	2,472	718	411	45	61	84	24	136	0	4,550
U.S. AND TERRITORIES	1,216,165	1,135,559	917,880	301,489	105,640	70,209	86,382	32,607	80,722	2,350	3,919,073

TABLE D - 1.1C

CHANGES IN NUMBER OF CHILDREN AGES 3-21 YEARS SERVED UNDER P.L. 89-313 AND P.L. 94-142
FROM SCHOOL YEAR 1978-1979 TO SCHOOL YEAR 1979-1980

BY HANDICAPPING CONDITION

STATE	SPEECH IMPAIRED	LEARNING DISABLED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	OTHER HEALTH IMPAIRED	ORTHO-PEDICALLY IMPAIRED	DEAF AND HARD OF HEARING	VISUALLY HANDI-CAPPED	MULTI-HANDI-CAPPED	DEAF AND BLIND	TOTAL
ALABAMA	-2,199	3,107	1,204	702	20	0	14	-32	-193	57	2,629
ALASKA	453	802	-145	11	-25	32	2	14	-41	14	901
ARIZONA	584	1,621	-359	466	-45	-59	25	1	250	11	2,489
ARKANSAS	1,824	2,797	-270	93	164	25	16	19	-9	6	4,682
CALIFORNIA	-4,962	25,017	-1,213	5,326	289	-3,902	-25	65	0	216	20,648
COLORADO	-80	1,014	-1,451	795	0	-156	-89	-31	937	20	952
CONNECTICUT	-322	773	-742	967	591	-47	-19	-40	-149	1	1,012
DELAWARE	-156	963	-210	199	-79	6	-3	19	6	21	755
DISTRICT OF COLUMBIA	-527	-639	-873	-302	-6	-37	-4	-22	-5	21	-2,095
FLORIDA	3,770	5,155	-2,017	731	0	615	108	-72	211	19	8,500
GEORGIA	-83	4,149	-940	1,446	-639	166	-467	-107	856	58	4,061
HAWAII	399	316	-345	23	-8	-31	-22	-3	49	22	380
IDAHO	109	1,136	-700	159	-243	-231	61	-65	278	2	522
ILLINOIS	1,492	1,766	3,793	2,819	-92	757	358	127	-2,575	151	8,482
INDIANA	-1,483	4,312	-1,104	243	93	37	-100	-19	16	41	1,982
IOWA	-1,025	2,287	169	636	3	131	42	81	-34	43	2,286
KANSAS	-824	1,466	-166	477	314	76	94	24	193	48	1,645
KENTUCKY	841	2,837	261	847	-815	27	4	-32	65	106	4,112
LOUISIANA	-10,611	4,677	-1,948	-182	321	169	-107	-4	-48	34	-7,729
MAINE	-412	412	-174	148	-83	79	20	-30	74	18	24
MARYLAND	1,516	3,802	-264	147	349	-172	87	-19	41	33	5,192
MASSACHUSETTS	824	789	151	246	2,602	-2,644	-150	-135	-396	277	1,293
MICHIGAN	-5,505	5,323	-1,733	1,954	0	-53	-3	14	25	0	22
MINNESOTA	482	2,219	-79	191	207	170	181	-29	-309	36	3,017
MISSISSIPPI	389	2,159	390	120	3	11	-37	19	130	8	3,190
MISSOURI	-2,613	2,805	-1,525	118	-125	-47	-111	-86	164	59	-1,408
MONTANA	-146	354	-346	-15	12	-18	-57	22	423	14	232
NEBRASKA	-554	550	-872	-111	0	37	-104	-8	196	0	-866
NEVADA	-448	465	-415	-191	128	188	-4	-6	87	11	-198
NEW HAMPSHIRE	211	926	93	406	4	29	26	22	59	2	1,777
NEW JERSEY	-2,929	3,457	-2,537	315	376	339	-353	-29	-339	96	-2,414
NEW MEXICO	760	793	-491	35	-17	10	19	-3	155	47	1,240
NEW YORK	-4,389	11,565	-606	6,289	-3,884	2,698	-2,041	-347	373	28	9,681
NORTH CAROLINA	494	7,057	-2,050	755	-188	143	75	65	370	77	6,697
NORTH DAKOTA	-246	222	33	31	25	24	4	16	5	13	116
OHIO	1,666	9,403	-1,989	801	0	73	-36	38	441	130	10,360
OKLAHOMA	1,144	2,256	-244	118	-266	83	9	34	54	35	3,188
OREGON	-578	2,835	-204	-104	203	325	237	71	85	0	2,885
PENNSYLVANIA	-3,002	8,277	-2,064	1,391	16	-613	-146	-238	97	4	3,722
PUERTO RICO	288	1,190	-2,971	701	220	198	-105	911	597	49	1,067
RHODE ISLAND	256	1,776	-254	-19	-26	8	-13	-6	17	16	1,743
SOUTH CAROLINA	143	1,724	-1,186	333	27	23	-62	-26	147	11	1,130
SOUTH DAKOTA	164	401	-129	-25	-54	-3	-24	7	43	12	371
TENNESSEE	282	2,404	-3,208	428	56	-109	36	-79	145	15	-50
TEXAS	-3,290	-6,033	-5,226	1,355	545	-170	-1,357	-6	8,271	217	-5,887
UTAH	408	449	-205	52	-17	-77	11	55	174	11	862
VERMONT	104	2,790	770	-3,548	55	45	-40	-8	115	5	294
VIRGINIA	-503	4,444	-518	1,070	-134	-89	-302	-39	-45	51	3,878
WASHINGTON	-1,292	3,587	-311	-2	854	-799	86	53	33	77	2,173
WEST VIRGINIA	692	1,414	371	188	-14	35	-143	-32	173	15	2,671
WISCONSIN	1,623	3,739	-788	1,082	-68	-629	-81	-42	290	47	5,128
WYOMING	50	285	-37	40	-24	19	-60	-15	68	16	331
AMERICAN SAMOA	-14	-48	-19	0	-6	-6	-3	1	18	0	-73
GUAM	-449	124	-536	-29	0	1	-12	-2	75	9	-829
NORTHERN MARIANAS	-12	21	-4	-1	-1	7	-3	-1	1	1	-7
TRUST TERRITORIES	134	-990	-23	28	50	-20	1,028	-37	74	5	262
VIRGIN ISLANDS	80	9	146	-10	-1	-2	1	6	-2	14	228
BUR. OF INDIAN AFFAIRS	274	-191	103	-125	-15	-12	30	18	207	0	289
U.S. AND TERRITORIES	-27,198	145,820	-35,707	29,598	652	-4,051	-3,509	72	11,243	2,350	117,146

TABLE D - 1.2

STATE GRANT AWARDS UNDER P.L. 94-142,
FISCAL YEARS 1977-1980[1]

STATE	FY 1977	FY 1978	FY 1979	FY 1980
ALABAMA	$3,365,542	$3,776,498	$9,199,597	$14,638,340
ALASKA	490,567	490,567	1,141,091	1,496,568
ARIZONA	1,921,124	2,537,384	6,318,460	9,480,690
ARKANSAS	1,829,462	1,829,462	4,821,148	7,810,823
CALIFORNIA	18,609,066	23,333,515	49,893,306	70,607,419
COLORADO	2,335,174	2,845,535	6,464,413	9,210,259
CONNECTICUT	2,763,013	3,922,276	9,036,317	12,608,399
DELAWARE	622,204	778,246	1,899,113	2,388,519
DISTRICT OF COLUMBIA	668,848	668,848	668,848	889,169
FLORIDA	6,380,764	7,978,528	18,586,203	25,966,473
GEORGIA	4,618,356	5,926,761	13,159,542	20,397,400
HAWAII	836,262	836,262	1,588,630	2,152,962
IDAHO	781,714	895,985	2,630,753	3,636,051
ILLINOIS	10,221,515	14,912,002	[illegible]	46,144,147
INDIANA	5,010,905	5,839,638	[illegible]	[illegible]
IOWA	2,634,753	3,293,313	8,020,418	[illegible]
KANSAS	2,060,933	2,561,060	5,220,452	7,617,628
KENTUCKY	3,098,951	3,890,946	8,853,680	12,917,126
LOUISIANA	3,775,472	5,860,310	12,809,566	18,697,366
MAINE	960,286	1,430,099	3,093,590	4,862,830
MARYLAND	3,835,476	5,108,386	13,020,301	18,061,726
MASSACHUSETTS	5,212,919	8,442,257	19,103,830	27,132,919
MICHIGAN	8,817,578	10,074,857	22,185,712	30,918,947
MINNESOTA	3,758,157	4,935,284	11,381,563	16,675,984
MISSISSIPPI	2,317,010	2,317,010	4,836,602	8,103,290
MISSOURI	4,267,874	6,398,215	13,544,797	20,561,284
MONTANA	735,291	735,291	1,553,351	2,571,016
NEBRASKA	1,398,141	1,770,296	4,192,534	6,560,510
NEVADA	599,425	599,425	1,585,508	2,272,986
NEW HAMPSHIRE	760,460	760,460	1,410,832	2,013,039
NEW JERSEY	6,457,792	9,837,092	22,185,088	30,899,264
NEW MEXICO[2]	1,128,789	1,128,789	2,515,083	3,999,549
NEW YORK	15,738,278	15,782,022	33,590,847	40,613,157
NORTH CAROLINA	4,992,790	6,519,459	14,280,965	21,911,084
NORTH DAKOTA	671,532	671,532	1,353,231	1,981,589
OHIO	10,057,668	11,052,816	25,431,188	38,035,508
OKLAHOMA	2,354,020	2,848,682	7,528,703	11,954,145
OREGON	1,975,798	2,343,180	5,070,752	7,919,081
PENNSYLVANIA	10,378,532	13,806,578	26,303,162	36,715,448
PUERTO RICO	2,899,064	2,899,064	2,899,064	3,947,773
RHODE ISLAND	843,286	1,046,913	2,044,598	2,878,460
SOUTH CAROLINA	2,710,586	4,967,615	10,768,402	14,655,884
SOUTH DAKOTA	698,770	698,770	1,314,050	1,907,349
TENNESSEE	3,707,002	5,812,671	14,768,309	22,953,867
TEXAS	11,265,148	15,522,153	41,631,558	55,107,937
UTAH	1,213,009	2,057,060	5,485,978	7,307,831
VERMONT	539,113	539,113	844,501	2,113,595
VIRGINIA	4,561,746	5,296,653	12,178,610	17,937,636
WASHINGTON	3,201,385	4,867,187	7,518,556	10,492,023
WEST VIRGINIA	1,567,670	2,078,304	4,509,105	6,481,990
WISCONSIN	4,348,328	4,348,328	8,772,508	12,368,991
WYOMING	470,988	470,988	1,162,321	1,866,912
AMERICAN SAMOA	180,508	228,445	456,910	498,032
GUAM	501,668	634,920	1,269,839	1,384,125
NORTHERN MARIANAS	-	-	167,523	182,600
TRUST TERRITORIES	578,813	732,554	1,297,586	1,414,369
VIRGIN ISLANDS	319,268	404,071	808,142	880,874
BUR. OF INDIAN AFFAIRS	1,951,207	2,493,437	5,582,918	7,916,796
TOTAL	$200,000,000	$253,837,112	$563,874,752	$803,956,400

Notes to Table D - 1.2

1. The FY 1977 allocations to each State are the hold-harmless levels. No State receives less than this amount in subsequent years. The P.L. 94-142 allocation to each of the 50 States, the District of Columbia and Puerto Rico is determined by the product of the State's count of children served, the national average per pupil expenditure and a payment fraction. The payment fraction was 0.05 for FY 1978, 0.10 for FY 1979, and 0.20 for FY 1980. The national average per pupil expenditure was $1,430 for FY 1978, $1,561 for FY 1979 and $1,900 for FY 1980. For FY 1978 only, the count of children with specific learning disabilities was limited to 2 percent of the State's 5-17 year old population. The allocations for the outlying territories and the Bureau of Indian Affairs are determined separately under the other provisions of the Act. (Source: National Center for Educational Statistics)

2. Amount reserved pending final submission and acceptance of the State plan.

TABLE D - 1.3

PERCENT* OF CHILDREN AGES 3-21 YEARS SERVED UNDER P.L. 89-313 AND P.L. 94-142
BY HANDICAPPING CONDITION

SCHOOL YEAR 1979-1980

STATE	SPEECH IMPAIRED	LEARNING DISABLED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	OTHER HEALTH IMPAIRED	ORTHO-PEDICALLY IMPAIRED	DEAF AND HARD OF HEARING	VISUALLY HANDI-CAPPED	MULTI-HANDI-CAPPED	DEAF AND BLIND	TOTAL
ALABAMA	1.84	2.04	4.57	0.46	0.07	0.05	0.15	0.07	0.17	0.01	9.43
ALASKA	3.09	6.45	1.02	0.38	0.07	0.18	0.23	0.05	0.08	0.01	11.56
ARIZONA	2.21	4.38	1.35	0.86	0.12	0.17	0.18	0.06	0.14	0.00	9.49
ARKANSAS	2.53	2.93	3.85	0.10	0.10	0.10	0.16	0.07	0.10	0.01	9.94
CALIFORNIA	2.68	2.91	0.98	0.70	0.88	0.38	0.18	0.07	0.00	0.01	8.78
COLORADO	1.90	3.72	1.24	1.16	0.00	0.13	0.17	0.05	0.20	0.01	8.58
CONNECTICUT	2.50	4.36	1.43	2.02	0.16	0.09	0.21	0.11	0.01	0.00	10.90
DELAWARE	1.82	6.27	2.53	2.62	0.02	0.24	0.17	0.12	0.05	0.03	13.87
DISTRICT OF COLUMBIA	1.51	1.06	1.23	0.42	0.17	0.22	0.05	0.05	0.16	0.04	4.91
FLORIDA	3.73	3.18	1.99	0.73	0.00	0.18	0.14	0.06	0.10	0.00	9.10
GEORGIA	2.20	2.52	2.81	1.30	0.14	0.05	0.19	0.07	0.17	0.00	9.48
HAWAII	0.71	4.11	1.26	0.22	0.00	0.10	0.19	0.03	0.11	0.01	6.75
IDAHO	2.06	3.89	1.49	0.27	0.28	0.24	0.24	0.12	0.31	0.01	8.91
ILLINOIS	4.03	3.72	2.60	1.61	0.12	0.23	0.26	0.11	0.13	0.01	12.82
INDIANA	4.41	1.50	2.51	0.19	0.04	0.08	0.13	0.08	0.10	0.00	9.12
IOWA	2.93	4.37	2.38	0.59	0.00	0.12	0.19	0.06	0.12	0.01	10.75
KANSAS	3.05	2.98	1.84	0.61	0.17	0.08	0.18	0.06	0.20	0.01	9.16
KENTUCKY	3.39	2.10	3.44	0.39	0.15	0.09	0.16	0.07	0.10	0.03	9.91
LOUISIANA	3.05	3.64	2.56	0.64	0.18	0.09	0.21	0.07	0.15	0.00	10.59
MAINE	2.45	3.35	2.32	1.62	0.14	0.15	0.20	0.06	0.38	0.00	10.67
MARYLAND	3.15	5.93	1.53	0.46	0.24	0.14	0.24	0.09	0.28	0.00	12.06
MASSACHUSETTS	3.90	3.36	2.56	2.36	0.54	0.03	0.62	0.11	0.03	0.03	13.53
MICHIGAN	2.91	2.34	1.68	0.97	0.00	0.22	0.17	0.06	0.00	0.00	8.35
MINNESOTA	2.99	4.52	1.91	0.51	0.21	0.16	0.21	0.06	0.01	0.00	10.58
MISSISSIPPI	2.92	1.69	3.88	0.05	0.00	0.07	0.11	0.05	0.03	0.00	8.80
MISSOURI	3.82	3.50	2.66	0.69	0.12	0.08	0.14	0.05	0.18	0.01	11.24
MONTANA	2.40	3.26	1.10	0.28	0.07	0.08	0.18	0.12	0.41	0.01	7.91
NEBRASKA	3.67	3.46	2.44	0.48	0.00	0.16	0.18	0.07	0.11	0.00	10.58
NEVADA	3.09	3.64	0.92	0.22	0.13	0.18	0.13	0.05	0.22	0.01	7.59
NEW HAMPSHIRE	0.95	3.69	1.43	0.62	0.12	0.12	0.17	0.15	0.12	0.00	7.38
NEW JERSEY	4.70	3.52	1.46	1.05	0.17	0.15	0.18	0.11	0.28	0.00	11.61
NEW MEXICO	1.49	3.61	1.25	0.59	0.01	0.07	0.17	0.06	0.18	0.02	7.43
NEW YORK	1.48	1.05	1.63	1.55	1.20	0.23	0.18	0.07	0.02	0.00	7.41
NORTH CAROLINA	2.34	2.96	3.78	0.32	0.08	0.10	0.20	0.07	0.13	0.00	9.99
NORTH DAKOTA	2.75	2.94	1.76	0.25	0.05	0.09	0.17	0.07	0.17	0.01	8.26
OHIO	3.23	2.87	3.18	0.21	0.00	0.17	0.13	0.05	0.08	0.00	9.94
OKLAHOMA	3.28	4.29	2.36	0.10	0.08	0.06	0.14	0.06	0.11	0.01	10.45
OREGON	2.53	4.24	1.28	0.48	0.14	0.27	0.36	0.13	0.02	0.00	9.45
PENNSYLVANIA	3.66	2.35	2.50	0.63	0.01	0.11	0.24	0.12	0.03	0.00	9.66
PUERTO RICO	0.14	0.36	1.44	0.20	0.09	0.09	0.19	0.17	0.19	0.01	2.87
RHODE ISLAND	2.23	5.66	1.29	0.71	0.12	0.12	0.17	0.04	0.07	0.01	10.43
SOUTH CAROLINA	3.36	2.60	4.18	0.78	0.01	0.14	0.18	0.09	0.10	0.00	11.44
SOUTH DAKOTA	3.65	1.83	0.94	0.23	0.01	0.12	0.34	0.04	0.25	0.00	7.42
TENNESSEE	3.67	3.14	2.69	0.36	0.18	0.14	0.27	0.09	0.20	0.00	10.74
TEXAS	3.46	4.31	1.08	0.39	0.11	0.10	0.16	0.05	0.66	0.01	9.31
UTAH	2.35	3.83	1.00	2.90	0.03	0.06	0.20	0.09	0.37	0.01	10.85
VERMONT	3.17	4.49	3.37	0.33	0.19	0.26	0.29	0.09	0.24	0.02	12.45
VIRGINIA	3.11	2.70	1.84	0.49	0.05	0.05	0.14	0.16	0.28	0.00	8.83
WASHINGTON	1.50	2.72	1.45	0.71	0.16	0.13	0.17	0.05	0.17	0.01	7.07
WEST VIRGINIA	3.60	2.36	2.97	0.21	0.20	0.08	0.11	0.07	0.14	0.01	8.74
WISCONSIN	1.84	2.71	1.75	0.87	0.07	0.11	0.15	0.05	0.10	0.01	7.65
WYOMING	2.82	4.91	1.09	0.66	0.10	0.11	0.21	0.05	0.35	0.02	10.34
AMERICAN SAMOA	0.00	0.61	0.82	0.00	0.01	0.04	0.28	0.06	0.23	0.05	2.09
GUAM	1.38	0.73	3.34	0.10	0.00	0.00	0.35	0.10	0.46	0.03	6.49
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	1.12	0.58	2.89	0.17	0.00	0.05	0.22	0.05	0.06	0.06	5.20
BUR. OF INDIAN AFFAIRS	-	-	-	-	-	-	-	-	-	-	-
U.S. AND TERRITORIES	2.81	3.03	2.09	0.78	0.25	0.16	0.20	0.08	0.15	0.01	9.54

* NUMBER OF CHILDREN AGES 3-21 YEARS SERVED AS A PERCENT OF ESTIMATED FALL, 1979 ENROLLMENT (AGES 5-17)

TABLE D - 1.4

PERCENT* OF CHILDREN AGES 3-5 YEARS SERVED UNDER P.L. 94-142
BY HANDICAPPING CONDITION

SCHOOL YEAR 1979-1980

STATE	SPEECH IMPAIRED	LEARNING DISABLED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	OTHER HEALTH IMPAIRED	ORTHO-PEDICALLY IMPAIRED	DEAF AND HARD OF HEARING	VISUALLY HANDI-CAPPED	MULTI-HANDI-CAPPED	DEAF AND BLIND	TOTAL
ALABAMA	0.74	0.01	0.10	0.01	0.01	0.01	0.03	0.00	0.08	0.00	1.00
ALASKA	1.25	0.20	0.13	0.03	0.02	0.08	0.04	0.02	0.03	0.00	1.80
ARIZONA	0.98	0.06	0.09	0.04	0.01	0.04	0.02	0.01	0.06	0.00	1.32
ARKANSAS	1.85	0.02	0.10	0.03	0.04	0.02	0.03	0.02	0.07	0.00	2.18
CALIFORNIA	1.40	0.16	0.19	0.04	0.09	0.16	0.07	0.02	0.00	0.00	2.13
COLORADO	0.88	0.36	0.07	0.07	0.00	0.04	0.07	0.01	0.09	0.00	1.60
CONNECTICUT	2.07	0.25	0.16	0.22	0.15	0.08	0.06	0.00	0.00	0.00	2.99
DELAWARE	1.07	1.77	0.29	0.47	0.00	0.01	0.02	0.00	0.01	0.00	3.64
DISTRICT OF COLUMBIA	1.27	0.01	0.06	0.01	0.10	0.04	0.01	0.00	0.09	0.00	1.61
FLORIDA	1.42	0.03	0.12	0.03	0.00	0.07	0.05	0.01	0.04	0.00	1.77
GEORGIA	1.51	0.10	0.21	0.17	0.02	0.03	0.07	0.02	0.09	0.00	2.20
HAWAII	0.03	0.08	0.07	0.03	0.00	0.03	0.03	0.00	0.07	0.01	0.34
IDAHO	0.55	0.18	0.28	0.08	0.04	0.08	0.02	0.02	0.06	0.00	1.29
ILLINOIS	2.77	0.48	0.17	0.19	0.07	0.06	0.06	0.02	0.09	0.00	3.91
INDIANA	1.36	0.08	0.19	0.01	0.00	0.02	0.03	0.00	0.04	0.00	1.74
IOWA	3.08	0.09	0.60	0.08	0.00	0.15	0.11	0.04	0.07	0.00	4.22
KANSAS	1.91	0.10	0.14	0.05	0.09	0.03	0.07	0.00	0.03	0.00	2.43
KENTUCKY	1.24	0.02	0.09	0.01	0.02	0.01	0.03	0.01	0.03	0.02	1.49
LOUISIANA	1.41	0.12	0.22	0.08	0.24	0.07	0.05	0.03	0.12	0.01	2.32
MAINE	1.48	0.25	0.29	0.22	0.08	0.12	0.18	0.03	0.19	0.00	2.82
MARYLAND	2.37	0.42	0.20	0.05	0.03	0.09	0.07	0.02	0.14	0.00	3.39
MASSACHUSETTS	0.90	0.78	0.59	0.53	0.12	0.01	0.14	0.03	0.01	0.01	3.11
MICHIGAN	2.45	0.18	0.17	0.18	0.00	0.22	0.09	0.03	0.00	0.00	3.33
MINNESOTA	3.09	0.54	0.42	0.09	0.04	0.13	0.15	0.03	0.00	0.00	4.49
MISSISSIPPI	0.64	0.01	0.20	0.00	0.00	0.04	0.01	0.00	0.00	0.00	0.90
MISSOURI	2.53	0.43	0.10	0.13	0.03	0.03	0.03	0.01	0.15	0.01	3.45
MONTANA	2.15	0.16	0.16	0.02	0.01	0.06	0.08	0.02	0.17	0.00	2.83
NEBRASKA	4.50	0.40	0.59	0.07	0.00	0.27	0.12	0.05	0.25	0.00	6.26
NEVADA	1.45	0.12	0.22	0.01	0.01	0.29	0.04	0.02	0.36	0.00	2.53
NEW HAMPSHIRE	0.43	0.04	0.01	0.00	0.01	0.01	0.01	0.00	0.00	0.00	0.51
NEW JERSEY	1.77	0.23	0.12	0.05	0.08	0.05	0.06	0.01	0.11	0.00	2.48
NEW MEXICO	0.63	0.08	0.08	0.03	0.01	0.04	0.02	0.00	0.02	0.01	0.91
NEW YORK	0.83	0.16	0.36	0.28	0.36	0.10	0.05	0.03	0.00	0.00	2.18
NORTH CAROLINA	2.14	0.11	0.13	0.03	0.01	0.04	0.04	0.01	0.04	0.00	2.55
NORTH DAKOTA	0.97	0.21	0.30	0.04	0.06	0.10	0.07	0.03	0.29	0.01	2.07
OHIO	1.25	0.03	0.06	0.02	0.00	0.04	0.07	0.01	0.05	0.00	1.52
OKLAHOMA	3.05	0.19	0.16	0.01	0.02	0.05	0.05	0.02	0.23	0.01	3.80
OREGON	1.28	0.13	0.04	0.01	0.03	0.04	0.04	0.03	0.00	0.00	1.59
PENNSYLVANIA	1.77	0.11	0.18	0.04	0.03	0.05	0.11	0.02	0.03	0.00	2.34
PUERTO RICO	-	-	-	-	-	-	-	-	-	-	-
RHODE ISLAND	0.70	0.48	0.17	0.05	0.00	0.06	0.04	0.01	0.03	0.00	1.53
SOUTH CAROLINA	2.59	0.03	0.28	0.05	0.05	0.06	0.04	0.03	0.11	0.00	3.26
SOUTH DAKOTA	2.98	0.21	0.09	0.01	0.00	0.05	0.05	0.00	0.18	0.00	3.58
TENNESSEE	3.66	0.09	0.16	0.02	0.02	0.05	0.10	0.02	0.13	0.00	4.26
TEXAS	2.32	0.53	0.15	0.03	0.04	0.06	0.01	0.03	0.33	0.01	3.52
UTAH	0.97	0.27	0.15	0.24	0.01	0.03	0.03	0.00	0.18	0.01	1.89
VERMONT	1.41	1.02	1.47	0.03	0.01	0.34	0.02	0.03	0.00	0.00	4.32
VIRGINIA	2.29	0.17	0.31	0.03	0.04	0.05	0.06	0.02	0.25	0.00	3.24
WASHINGTON	0.63	0.09	0.30	0.08	0.03	0.08	0.07	0.02	0.08	0.00	1.36
WEST VIRGINIA	1.18	0.01	0.09	0.01	0.01	0.04	0.03	0.01	0.14	0.00	1.51
WISCONSIN	2.34	0.04	0.14	0.12	0.00	0.13	0.11	0.02	0.12	0.00	3.01
WYOMING	2.11	0.38	0.07	0.02	0.05	0.01	0.03	0.01	0.04	0.00	2.71
AMERICAN SAMOA	-	-	-	-	-	-	-	-	-	-	-
GUAM	-	-	-	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	-	-	-	-	-	-	-	-	-	-	-
U.S. AND TERRITORIES	1.77	0.21	0.20	0.09	0.07	0.08	0.06	0.02	0.09	0.00	2.59

* PERCENT OF ESTIMATED POPULATION AGES 3-5 YEARS FOR JULY, 1979

TABLE D - 1.5

PERCENT* OF CHILDREN AGES 18-21 YEARS SERVED UNDER P.L. 94-142
BY HANDICAPPING CONDITION

SCHOOL YEAR 1979-1980

STATE	SPEECH IMPAIRED	LEARNING DISABLED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	OTHER HEALTH IMPAIRED	ORTHO-PEDICALLY IMPAIRED	DEAF AND HARD OF HEARING	VISUALLY HANDI-CAPPED	MULTI-HANDI-CAPPED	DEAF AND BLIND	TOTAL
ALABAMA	0.01	0.08	0.68	0.05	0.01	0.01	0.01	0.01	0.03	0.00	0.88
ALASKA	0.03	0.35	0.25	0.03	0.02	0.02	0.01	0.01	0.01	0.00	0.73
ARIZONA	0.02	0.39	0.41	0.06	0.05	0.03	0.02	0.01	0.02	0.00	1.01
ARKANSAS	0.01	0.17	0.29	0.00	0.00	0.01	0.00	0.00	0.00	0.00	0.49
CALIFORNIA	0.02	0.12	0.30	0.04	0.03	0.04	0.01	0.01	0.00	0.00	0.57
COLORADO	0.02	0.18	0.19	0.06	0.00	0.01	0.01	0.01	0.01	0.00	0.51
CONNECTICUT	0.28	0.52	0.17	0.22	0.01	0.01	0.02	0.00	0.00	0.00	1.23
DELAWARE	0.00	0.19	0.09	0.08	0.00	0.00	0.00	0.00	0.00	0.00	0.37
DISTRICT OF COLUMBIA	0.00	0.00	0.00	0.00	0.01	0.01	0.00	0.01	0.00	0.00	0.03
FLORIDA	0.02	0.10	0.30	0.02	0.00	0.02	0.01	0.00	0.02	0.00	0.48
GEORGIA	0.02	0.08	0.32	0.03	0.01	0.00	0.01	0.00	0.01	0.00	0.49
HAWAII	0.00	0.08	0.14	0.00	0.00	0.00	0.00	0.00	0.01	0.00	0.24
IDAHO	0.01	0.01	0.37	0.06	0.65	0.41	0.08	0.05	0.30	0.00	1.95
ILLINOIS	0.03	0.20	0.48	0.17	0.01	0.01	0.01	0.01	0.02	0.00	0.91
INDIANA	0.03	0.03	0.17	0.00	0.00	0.00	0.01	0.00	0.00	0.00	0.25
IOWA	0.01	0.37	0.58	0.04	0.00	0.01	0.01	0.01	0.05	0.00	1.09
KANSAS	0.00	0.13	0.31	0.01	0.01	0.00	0.01	0.00	0.01	0.00	0.49
KENTUCKY	0.01	0.08	0.33	0.05	0.01	0.01	0.01	0.00	0.01	0.00	0.51
LOUISIANA	0.10	0.17	0.50	0.03	0.02	0.01	0.01	0.01	0.02	0.00	0.86
MAINE	0.02	0.13	0.31	0.06	0.01	0.00	0.00	0.01	0.05	0.00	0.58
MARYLAND	0.05	0.36	0.51	0.04	0.04	0.02	0.02	0.00	0.09	0.00	1.13
MASSACHUSETTS	0.26	0.22	0.17	0.15	0.04	0.00	0.04	0.01	0.00	0.00	0.88
MICHIGAN	0.02	0.19	0.38	0.08	0.00	0.04	0.03	0.01	0.00	0.00	0.75
MINNESOTA	0.02	0.26	0.43	0.05	0.01	0.01	0.02	0.00	0.00	0.00	0.80
MISSISSIPPI	0.04	0.09	0.58	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.73
MISSOURI	0.02	0.08	0.33	0.02	0.02	0.02	0.01	0.00	0.05	0.00	0.55
MONTANA	0.02	0.24	0.31	0.02	0.01	0.01	0.00	0.00	0.04	0.00	0.66
NEBRASKA	0.01	0.24	0.46	0.02	0.00	0.02	0.02	0.01	0.02	0.00	0.80
NEVADA	0.02	0.30	0.27	0.01	0.02	0.02	0.02	0.02	0.04	0.01	0.70
NEW HAMPSHIRE	0.01	0.37	0.19	0.04	0.01	0.01	0.01	0.00	0.00	0.00	0.64
NEW JERSEY	0.05	0.22	0.36	0.12	0.02	0.02	0.02	0.00	0.04	0.00	0.85
NEW MEXICO	0.03	0.27	0.31	0.05	0.00	0.01	0.01	0.00	0.04	0.00	0.72
NEW YORK	0.01	0.03	0.33	0.08	0.07	0.03	0.01	0.00	0.00	0.00	0.56
NORTH CAROLINA	0.02	0.13	0.58	0.02	0.01	0.01	0.00	0.00	0.01	0.00	0.79
NORTH DAKOTA	0.00	0.07	0.40	0.01	0.00	0.00	0.02	0.00	0.01	0.00	0.51
OHIO	0.01	0.06	0.36	0.01	0.00	0.02	0.02	0.00	0.01	0.00	0.49
OKLAHOMA	0.01	0.21	0.29	0.00	0.01	0.00	0.01	0.00	0.01	0.00	0.53
OREGON	0.02	0.22	0.47	0.15	0.07	0.29	0.13	0.01	0.00	0.00	1.37
PENNSYLVANIA	0.02	0.06	0.45	0.02	0.00	0.02	0.01	0.01	0.01	0.00	0.58
PUERTO RICO	-	-	-	-	-	-	-	-	-	-	-
RHODE ISLAND	0.04	0.78	0.57	0.14	0.05	0.01	0.03	0.01	0.01	0.00	1.63
SOUTH CAROLINA	0.06	0.17	0.72	0.03	0.00	0.02	0.02	0.00	0.01	0.00	1.03
SOUTH DAKOTA	0.05	0.14	0.18	0.02	0.01	0.01	0.02	0.00	0.02	0.00	0.44
TENNESSEE	0.06	0.24	0.62	0.13	0.04	0.03	0.03	0.01	0.05	0.00	1.20
TEXAS	0.02	0.38	0.20	0.04	0.01	0.01	0.00	0.00	0.05	0.00	0.73
UTAH	0.00	0.05	0.15	0.08	0.00	0.01	0.00	0.00	0.11	0.00	0.39
VERMONT	0.08	0.01	0.18	0.02	0.01	0.02	0.00	0.00	0.04	0.00	0.38
VIRGINIA	0.07	0.16	0.37	0.03	0.00	0.00	0.01	0.01	0.05	0.00	0.70
WASHINGTON	0.03	0.20	0.32	0.05	0.02	0.01	0.01	0.00	0.03	0.00	0.67
WEST VIRGINIA	0.04	0.12	0.63	0.02	0.02	0.01	0.00	0.00	0.01	0.00	0.84
WISCONSIN	0.02	0.17	0.42	0.08	0.01	0.01	0.01	0.00	0.02	0.00	0.71
WYOMING	0.01	0.38	0.23	0.02	0.00	0.00	0.03	0.00	0.03	0.00	0.70
AMERICAN SAMOA	-	-	-	-	-	-	-	-	-	-	-
GUAM	-	-	-	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	-	-	-	-	-	-	-	-	-	-	-
U.S. AND TERRITORIES	0.03	0.17	0.37	0.06	0.02	0.02	0.02	0.01	0.02	0.00	0.73

* PERCENT OF ESTIMATED POPULATION AGES 18-21 YEARS FOR JULY, 1979

TABLE D - 2.1A

ENVIRONMENTS IN WHICH PRESCHOOL[1] HANDICAPPED CHILDREN WERE SERVED DURING SCHOOL YEAR 1977-78

STATE	TOTAL			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS
ALABAMA	1,057	122	-	-
ALASKA	397	105	-	4
ARIZONA	-	-	-	-
ARKANSAS	951	53	693	9
CALIFORNIA	16,638	5,776	118	180
COLORADO	384	1,234	149	41
CONNECTICUT	1,712	962	1,392	60
DELAWARE	171	85	63	1
DISTRICT OF COLUMBIA	620	48	21	29
FLORIDA	4,676	734	808	128
GEORGIA	2,614	924	61	84
HAWAII	208	74	82	-
IDAHO	413	75	134	8
ILLINOIS	0	20,048	843	-
INDIANA	364	1,417	108	-
IOWA	2,607	912	102	487
KANSAS	68	287	3	16
KENTUCKY	1,203	135	99	1,367
LOUISIANA	4,968	1,505	181	77
MAINE	674	55	26	0
MARYLAND	222	365	188	116
MASSACHUSETTS	3,610	844	2,460	61
MICHIGAN	10,101	3,828	137	489
MINNESOTA	4,067	1,162	544	32
MISSISSIPPI	394	430	71	68
MISSOURI	971	445	114	313
MONTANA	396	47	0	0
NEBRASKA	1,884	758	5	3
NEVADA	331	12	58	24
NEW HAMPSHIRE	45	38	98	188
NEW JERSEY	3,403	1,491	193	-
NEW MEXICO	-	-	-	-
NEW YORK	2,544	1,941	343	120
NORTH CAROLINA	5,436	429	852	37
NORTH DAKOTA	-	568	3	-
OHIO[2]	0	0	646	-
OKLAHOMA	1,286	1,524	43	109
OREGON	1,267	589	68	65
PENNSYLVANIA	0	8,997	1,433	0
PUERTO RICO	58	208	110	106
RHODE ISLAND	488	112	436	53
SOUTH CAROLINA	5,835	509	63	-
SOUTH DAKOTA	957	90	47	35
TENNESSEE	7,385	543	105	180
TEXAS	28,221	2,107	638	1,068
UTAH	529	42	134	107
VERMONT	355	342	-	190
VIRGINIA	5,536	921	379	288
WASHINGTON	312	617	71	9
WEST VIRGINIA	1,258	201	37	14
WISCONSIN	2,543	341	628	7
WYOMING	629	37	371	30
AMERICAN SAMOA	0	8	0	0
GUAM	-	-	-	-
NORTHERN MARIANAS	3	3	0	0
TRUST TERRITORIES	92	0	66	0
VIRGIN ISLANDS	0	2	-	-
BUR. OF INDIAN AFFAIRS	96	105	12	-
U.S. AND TERRITORIES	129,979	64,207	15,236	6,203

TABLE D - 2.1A (Continued)

ENVIRONMENTS IN WHICH PRESCHOOL[1] HANDICAPPED CHILDREN WERE SERVED DURING SCHOOL YEAR 1977-78

STATE	SPEECH IMPAIRED				LEARNING DISABLED			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS
ALABAMA	804	-	-	-	11	-	-	-
ALASKA	113	3	-	-	228	56	-	-
ARIZONA	-	-	-	-	-	-	-	-
ARKANSAS	835	-	279	-	10	-	1	-
CALIFORNIA	13,561	625	43	52	298	1,049	44	7
COLORADO	212	274	40	1	89	243	19	20
CONNECTICUT	1,381	695	73	4	183	53	104	21
DELAWARE	134	3	-	-	26	41	-	-
DISTRICT OF COLUMBIA	479	2	1	18	38	-	2	-
FLORIDA	4,308	226	0	0	107	97	0	0
GEORGIA	1,605	55	-	-	189	78	-	-
HAWAII	208	-	2	-	-	10	1	-
IDAHO	237	54	-	-	79	5	6	-
ILLINOIS	0	14,903	-	-	0	1,801	188	-
INDIANA	97	2	-	-	80	23	-	-
IOWA	2,522	197	0	215	37	12	-	52
KANSAS	46	147	1	0	6	22	-	0
KENTUCKY	1,085	21	5	708	17	12	1	39
LOUISIANA	4,988	211	0	0	0	130	3	13
MAINE	434	25	0	0	90	0	0	0
MARYLAND	160	143	6	45	20	26	61	4
MASSACHUSETTS	1,023	238	897	17	731	171	498	13
MICHIGAN	9,742	227	0	359	125	912	0	4
MINNESOTA	3,238	385	111	7	478	271	39	3
MISSISSIPPI	368	131	31	8	6	71	3	5
MISSOURI	398	93	1	22	225	217	-	88
MONTANA	225	0	0	0	28	5	0	0
NEBRASKA	1,791	100	-	-	68	22	-	-
NEVADA	312	-	-	-	18	-	-	-
NEW HAMPSHIRE	24	11	21	80	17	16	6	21
NEW JERSEY	3,100	367	18	-	33	412	71	-
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	1,927	6	2	-	251	39	4	-
NORTH CAROLINA	4,700	-	-	-	224	1	-	2
NORTH DAKOTA	-	306	-	-	-	61	-	-
OHIO[2]	-	-	178	-	0	0	60	-
OKLAHOMA	1,110	813	-	38	93	123	-	28
OREGON	780	0	0	0	324	31	0	0
PENNSYLVANIA	0	5,982	0	0	0	282	377	0
PUERTO RICO	4	52	3	4	26	37	-	-
RHODE ISLAND	243	0	339	0	143	29	40	0
SOUTH CAROLINA	5,334	91	-	-	69	27	-	-
SOUTH DAKOTA	758	72	-	-	40	4	-	-
TENNESSEE	3,798	30	8	2	2,188	35	5	0
TEXAS	20,385	493	33	7	5,913	438	13	2
UTAH	189	-	11	30	216	-	8	30
VERMONT	-	-	-	-	-	-	-	-
VIRGINIA	4,974	178	101	61	133	32	2	30
WASHINGTON	301	72	2	0	3	44	2	0
WEST VIRGINIA	1,015	98	2	1	120	12	0	1
WISCONSIN	2,108	-	25	-	109	-	22	-
WYOMING	498	17	128	-	50	-	21	-
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	2	0	0	0	0	0	0	0
TRUST TERRITORIES	18	0	12	0	25	0	22	0
VIRGIN ISLANDS	0	0	-	-	0	0	-	-
BUR. OF INDIAN AFFAIRS	57	56	-	-	12	24	-	-
U.S. AND TERRITORIES	101,999	27,282	2,173	1,679	12,721	8,948	1,889	390

TABLE D - 2.1A (Continued)

ENVIRONMENTS IN WHICH PRESCHOOL[1] HANDICAPPED CHILDREN WERE SERVED DURING SCHOOL YEAR 1977-78

STATE	MENTALLY RETARDED				EMOTIONALLY DISTURBED			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS
ALABAMA	150	55	-	-	14	-	-	-
ALASKA	36	28	-	2	9	7	-	-
ARIZONA	-	-	-	-	-	-	-	-
ARKANSAS	90	-	312	-	-	1	10	-
CALIFORNIA	58	1,712	9	18	75	198	23	3
COLORADO	34	354	48	-	18	82	-	7
CONNECTICUT	89	31	1,121	15	20	139	35	9
DELAWARE	3	17	28	1	12	22	1	-
DISTRICT OF COLUMBIA	38	12	6	-	12	20	4	-
FLORIDA	51	152	717	37	92	82	27	0
GEORGIA	166	430	39	13	287	179	3	2
HAWAII	-	29	96	-	-	2	1	-
IDAHO	14	4	98	6	28	0	8	-
ILLINOIS	0	1,216	143	-	0	981	496	-
INDIANA	104	999	-	-	17	46	-	-
IOWA	14	489	21	129	8	46	12	24
KANSAS	0	52	1	0	0	14	0	16
KENTUCKY	94	98	19	147	6	-	1	33
LOUISIANA	0	499	156	39	0	100	0	0
MAINE	64	8	11	0	39	10	1	0
MARYLAND	7	91	31	16	1	9	58	0
MASSACHUSETTS	877	204	597	14	586	136	398	9
MICHIGAN	45	1,345	104	49	46	494	25	3
MINNESOTA	188	291	260	6	38	91	8	0
MISSISSIPPI	13	192	33	25	-	-	-	2
MISSOURI	122	43	104	165	135	77	8	28
MONTANA	84	31	0	0	0	0	0	0
NEBRASKA	0	943	-	-	14	11	-	-
NEVADA	2	4	15	19	-	-	-	3
NEW HAMPSHIRE	1	8	30	31	0	0	1	1
NEW JERSEY	84	384	38	-	37	60	45	-
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	93	822	77	1	53	260	39	8
NORTH CAROLINA	392	163	740	11	48	20	-	14
NORTH DAKOTA	-	147	3	-	-	12	-	-
OHIO[2]	-	-	54	-	-	-	16	-
OKLAHOMA	28	218	1	8	7	20	-	1
OREGON	48	535	37	31	34	2	0	8
PENNSYLVANIA	0	1,488	608	0	0	419	231	0
PUERTO RICO	18	39	19	33	1	13	-	4
RHODE ISLAND	4	50	7	1	0	7	32	0
SOUTH CAROLINA	98	188	-	-	87	32	-	-
SOUTH DAKOTA	99	9	47	35	7	0	-	-
TENNESSEE	1,000	312	49	3	180	20	23	2
TEXAS	1,248	787	114	10	149	69	31	63
UTAH	8	34	92	24	107	-	4	8
VERMONT	-	-	-	-	-	-	-	-
VIRGINIA	99	815	127	151	22	29	9	14
WASHINGTON	2	284	41	9	0	32	8	0
WEST VIRGINIA	78	62	20	1	0	38	1	0
WISCONSIN	27	193	377	-	32	76	38	-
WYOMING	19	8	47	-	20	10	83	-
AMERICAN SAMOA	0	8	0	0	0	0	0	0
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	0	0	0	0	0	1	0	0
TRUST TERRITORIES	11	0	8	0	0	0	1	0
VIRGIN ISLANDS	0	0	-	-	0	0	-	-
BUR. OF INDIAN AFFAIRS	8	13	10	-	8	7	-	-
U.S. AND TERRITORIES	9,622	15,178	8,469	1,068	2,183	3,818	1,872	287

TABLE D - 2.1A (Continued)

ENVIRONMENTS IN WHICH PRESCHOOL[1] HANDICAPPED CHILDREN WERE SERVED DURING SCHOOL YEAR 1977-78

STATE	OTHER HEALTH IMPAIRED				ORTHOPEDICALLY IMPAIRED			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS
ALABAMA[3]	-	-	-	-	12	-	-	-
ALASKA	2	1	-	1	2	3	-	1
ARIZONA	-	-	-	-	-	-	-	-
ARKANSAS	-	-	31	9	16	-	42	-
CALIFORNIA	1,626	244	0	50	948	1,109	0	37
COLORADO[4]	-	-	-	-	4	206	2	13
CONNECTICUT	4	2	10	3	10	14	20	3
DELAWARE	-	-	3	-	-	-	19	-
DISTRICT OF COLUMBIA	28	1	8	7	10	11	-	4
FLORIDA[5]	-	-	-	91	37	83	64	0
GEORGIA	28	4	-	29	33	59	-	18
HAWAII	-	9	8	-	-	4	12	-
IDAHO	29	4	6	2	18	2	3	-
ILLINOIS	0	189	-	-	0	472	-	-
INDIANA	-	-	-	-	22	115	-	-
IOWA	-	0	-	-	6	81	44	39
KANSAS	-	-	-	-	6	5	0	0
KENTUCKY	9	-	-	99	4	4	1	101
LOUISIANA	0	56	0	13	0	337	2	7
MAINE	28	9	9	0	4	1	3	0
MARYLAND	4	2	0	17	9	33	33	22
MASSACHUSETTS	23	6	16	1	140	33	90	3
MICHIGAN	1	0	0	30	96	489	3	29
MINNESOTA	24	5	3	8	62	79	71	11
MISSISSIPPI	-	-	-	12	-	28	2	11
MISSOURI	27	11	-	-	10	16	-	2
MONTANA	9	1	0	0	17	6	0	0
NEBRASKA	-	-	-	3	-	50	-	-
NEVADA	-	-	41	-	-	1	2	2
NEW HAMPSHIRE	1	1	7	13	1	1	24	28
NEW JERSEY	4	24	1	-	20	177	18	-
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	113	602	67	55	40	131	68	56
NORTH CAROLINA	-	14	-	5	-	158	41	4
NORTH DAKOTA	-	4	-	-	-	13	-	-
OHIO[5]	-	-	-	-	-	-	81	-
OKLAHOMA	22	46	-	12	9	66	12	3
OREGON	12	1	1	11	32	3	19	2
PENNSYLVANIA[6]	-	-	-	-	0	357	48	0
PUERTO RICO	-	38	38	21	-	7	4	17
RHODE ISLAND	78	22	0	52	20	3	0	0
SOUTH CAROLINA	102	10	-	-	72	82	-	-
SOUTH DAKOTA	15	1	-	-	27	3	-	-
TENNESSEE	49	10	1	170	20	80	9	2
TEXAS	384	60	3	1	211	198	77	970
UTAH	5	4	4	1	3	-	7	7
VERMONT	-	-	-	-	-	-	-	-
VIRGINIA	9	4	38	16	33	52	89	11
WASHINGTON	0	7	1	0	3	89	17	0
WEST VIRGINIA	0	1	4	10	0	22	3	0
WISCONSIN	52	-	19	7	167	-	46	-
WYOMING	4	-	30	-	7	-	31	-
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	0	0	0	0	0	1	0	0
TRUST TERRITORIES	3	0	3	0	8	0	5	0
VIRGIN ISLANDS	0	0	-	-	0	1	-	-
BUR. OF INDIAN AFFAIRS	6	-	-	-	-	3	-	-
U.S. AND TERRITORIES	2,701	1,393	372	749	2,139	4,690	1,006	1,463

TABLE D - 2.1A (Continued)

ENVIRONMENTS IN WHICH PRESCHOOL[1] HANDICAPPED CHILDREN WERE SERVED DURIN, SCHOOL YEAR 1977-78

STATE	HARD OF HEARING[2]				VISUALLY HANDICAPPED			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS
ALABAMA	15	7	-	-	4	2	-	-
ALASKA	4	1	-	-	2	-	-	-
ARIZONA	-	-	-	-	-	-	-	-
ARKANSAS	-	26	8	-	-	9	9	-
CALIFORNIA	43	290	1	1	24	108	2	13
COLORADO	19	53	40	-	8	22	-	-
CONNECTICUT	40	18	28	5	5	10	1	0
DELAWARE	-	1	1	-	6	1	1	-
DISTRICT OF COLUMBIA	7	-	-	-	7	2	-	-
FLORIDA					51	23	0	0
GEORGIA	43	42	3	14	57	17	-	2
HAWAII	-	8	2	-	-	2	-	-
IDAHO	4	3	3	-	4	3	9	-
ILLINOIS	0	137	28	-	0	119	20	-
INDIANA	18	63	0	20	1	-	24	-
IOWA					4	8	11	8
KANSAS					6	9	0	0
KENTUCKY	0	55	0	6	9	-	2	71
LOUISIANA	9	0	0	0	0	49	7	0
MAINE	8	11	0	1	5	2	0	0
MARYLAND	146	34	100	2	9	14	1	9
MASSACHUSETTS					64	17	44	2
MICHIGAN	43	55	42	0	25	56	0	14
MINNESOTA	-	1	1	2	29	20	6	0
MISSISSIPPI	20	15	-	3	0	-	-	1
MISSOURI	21	1	0	0	34	11	-	3
MONTANA	-	-	-	-	5	2	0	0
NEBRASKA	0	0	3	1	-	25	-	-
NEVADA	0	40	1	-	1	-	-	-
NEW HAMPSHIRE	-	-	-	-	1	2	0	9
NEW JERSEY	24	6	-	-	112	-	-	-
NEW MEXICO	63	50	-	1	-	-	-	-
NEW YORK	-	14	-	-	20	2	6	-
NORTH CAROLINA	8	43	-	2	9	4	4	-
NORTH DAKOTA	10	4	5	3	-	6	-	-
OHIO	0	258	0	0	-	-	25	-
OKLAHOMA	-	1	-	-	10	63	1	11
OREGON	0	5	0	0	25	0	2	5
PENNSYLVANIA	57	54	43	-	0	144	44	0
PUERTO RICO	0	-	-	-	9	5	-	-
RHODE ISLAND	100	17	0	0	0	0	5	0
SOUTH CAROLINA	61	12	175	1	34	18	20	-
SOUTH DAKOTA	1	-	1	-	3	0	-	-
TENNESSEE	-	-	-	-	30	9	8	1
TEXAS	74	38	4	3	210	78	17	6
UTAH	1	35	0	0	-	-	4	-
VERMONT	38	8	5	1	-	-	-	-
VIRGINIA	24	11	3	-	156	15	3	2
WASHINGTON	31		24	-	2	7	2	0
WEST VIRGINIA	0	0	0	0	10	1	2	0
WISCONSIN	-	-	-	-	23	11	14	-
WYOMING	0	1	0	0	-	-	7	25
AMERICAN SAMOA	7	0	5	0	0	1	0	0
GUAM	0	0	-	-	-	-	-	-
NORTHERN MARIANAS	9	-	-	-	1	0	0	0
TRUST TERRITORIES	0	0	0	0	5	0	6	0
VIRGIN ISLANDS	9	-	-	-	0	0	-	-
BUR. OF INDIAN AFFAIRS					1	1	2	-
U.S. AND TERRITORIES	946	1,478	535	66	1,031	896	309	178

TABLE D - 2.1A (Continued)

ENVIRONMENTS IN WHICH PRESCHOOL[1] HANDICAPPED CHILDREN WERE SERVED DURING SCHOOL YEAR 1977-78

STATE	DEAF[5]				DEAF/HARD OF HEARING[6]			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS
ALABAMA	-	-	-	-				
ALASKA	1	6	-	-				
ARIZONA	-	-	-	-				
ARKANSAS	-	17	1	-				
CALIFORNIA	40	443	0	1				
COLORADO	-	-	-	-				
CONNECTICUT	-	-	-	-				
DELAWARE	-	-	14	-				
DISTRICT OF COLUMBIA	1	-	-	-				
FLORIDA					70	71	0	0
GEORGIA	26	42	3	1				
HAWAII	-	10	-	-				
IDAHO	0	0	1	-				
ILLINOIS	0	250	-	-				
INDIANA					18	47	84	-
IOWA	-	16	14	-				
KANSAS					4	38	1	0
KENTUCKY					19	2	70	108
LOUISIANA	0	68	13	0				
MAINE	1	0	2	0				
MARYLAND	4	36	0	6				
MASSACHUSETTS	21	5	14	1				
MICHIGAN					21	305	5	5
MINNESOTA	5	6	6	0				
MISSISSIPPI	-	-	-	-				
MISSOURI	2	2	3	2				
MONTANA	7	1	0	0				
NEBRASKA					11	7	5	-
NEVADA	-	7	-	-				
NEW HAMPSHIRE	0	1	6	6				
NEW JERSEY	13	27	1	-				
NEW MEXICO	-	-	-	-				
NEW YORK	23	77	80	-				
NORTH CAROLINA	-	19	67	-				
NORTH DAKOTA	-	5	-	-				
OHIO					-	-	171	-
OKLAHOMA	1	132	29	6				
OREGON	2	13	8	7				
PENNSYLVANIA	0	87	127	0				
PUERTO RICO	2	16	46	27				
RHODE ISLAND	0	0	5	0				
SOUTH CAROLINA	4	7	-	-				
SOUTH DAKOTA	8	1	-	-				
TENNESSEE	20	30	6	0				
TEXAS	60	12	176	2				
UTAH	-	4	3	-				
VERMONT	-	-	-	-				
VIRGINIA	36	58	6	0				
WASHINGTON	0	47	1	0				
WEST VIRGINIA	-	-	-	-				
WISCONSIN	1	-	46	-				
WYOMING	-	2	20	5				
AMERICAN SAMOA	0	1	0	0				
GUAM	-	-	-	-				
NORTHERN MARIANAS	0	0	0	0				
TRUST TERRITORIES	5	0	4	0				
VIRGIN ISLANDS	0	1	-	-				
BUR. OF INDIAN AFFAIRS	-	1	-	-				
U.S. AND TERRITORIES	283	1,450	702	64	140	470	336	114

TABLE D - 2.1A (Continued)

ENVIRONMENTS IN WHICH PRESCHOOL[1] HANDICAPPED CHILDREN WERE SERVED DURING SCHOOL YEAR 1977-78

STATE	DEAF-BLIND				MULTIHANDICAPPED			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS
ALABAMA[3]	25	8	-	-	22	80	-	-
ALASKA	-	-	-	-	-	-	-	-
ARIZONA	-	-	-	-	-	-	-	-
ARKANSAS	-	-	-	-	-	-	-	-
CALIFORNIA	-	-	-	-	-	-	-	-
COLORADO	-	-	-	-	-	-	-	-
CONNECTICUT	-	-	-	-	-	-	-	-
DELAWARE	-	-	-	-	-	-	-	-
DISTRICT OF COLUMBIA	-	-	-	-	-	-	-	-
FLORIDA	-	-	-	-	-	-	-	-
GEORGIA	-	-	-	-	-	-	-	-
HAWAII	-	-	-	-	-	-	-	-
IDAHO	-	-	-	-	210	18	13	9
ILLINOIS	-	-	-	-	-	-	-	-
INDIANA	-	-	-	-	-	-	-	-
IOWA	-	-	-	-	-	-	-	-
KANSAS	-	-	-	-	28	185	-	-
KENTUCKY	-	-	-	-	-	-	-	-
LOUISIANA	-	-	-	-	-	-	-	-
MAINE	-	-	-	-	-	-	-	-
MARYLAND	-	-	-	-	-	-	-	-
MASSACHUSETTS	-	-	-	-	-	-	-	-
MICHIGAN	-	-	-	-	-	-	-	-
MINNESOTA	-	-	-	-	-	-	-	-
MISSISSIPPI	-	-	-	-	-	-	-	-
MISSOURI	7	7	1	2	-	-	-	-
MONTANA	-	-	-	-	-	-	-	-
NEBRASKA	-	-	-	-	-	-	-	-
NEVADA	-	-	-	-	-	-	-	-
NEW HAMPSHIRE	-	-	-	-	-	-	-	-
NEW JERSEY	-	-	-	-	-	-	-	-
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	-	-	-	-	-	-	-	-
NORTH CAROLINA	-	-	-	-	-	-	-	-
NORTH DAKOTA	-	-	-	-	-	-	-	-
OHIO	-	-	-	-	-	-	-	-
OKLAHOMA	-	-	-	-	-	-	-	-
OREGON	-	-	-	-	-	-	61	-
PENNSYLVANIA	-	-	-	-	-	-	-	-
PUERTO RICO	-	-	-	-	-	-	-	-
RHODE ISLAND	-	-	-	-	-	-	-	-
SOUTH CAROLINA	-	-	-	-	-	-	-	-
SOUTH DAKOTA	-	-	-	-	-	-	-	-
TENNESSEE	-	-	-	-	-	-	-	-
TEXAS	-	-	-	-	-	-	-	-
UTAH	-	-	-	-	-	-	-	-
VERMONT	-	-	-	-	-	-	-	-
VIRGINIA	-	-	-	-	-	-	-	-
WASHINGTON	-	-	-	-	-	-	-	-
WEST VIRGINIA	-	-	-	-	-	-	-	-
WISCONSIN	-	-	-	-	-	-	-	-
WYOMING	-	-	-	-	-	-	-	-
AMERICAN SAMOA	-	-	-	-	-	-	-	-
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	-	-	-	-	-	-	-	-
U.S. AND TERRITORIES	32	15	1	2	260	253	74	9

TABLE D - 2.1B

ENVIRONMENTS IN WHICH SCHOOL-AGED[1] HANDICAPPED CHILDREN
WERE SERVED DURING SCHOOL YEAR 1977-78

STATE	TOTAL			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS
ALABAMA	54,227	5,353	1,677	672
ALASKA	7,350	1,909	16	99
ARIZONA	35,560	8,791	1,849	805
ARKANSAS	21,594	8,127	2,812	219
CALIFORNIA	204,520	89,967	3,065	4,081
COLORADO	42,270	9,016	1,834	1,118
CONNECTICUT	39,350	10,578	3,022	285
DELAWARE	6,450	4,169	952	88
DISTRICT OF COLUMBIA	1,780	1,780	929	182
FLORIDA	83,565	24,532	6,333	4,182
GEORGIA	59,645	14,795	615	2,670
HAWAII	4,798	5,444	280	57
IDAHO	11,785	2,880	552	23
ILLINOIS[7]	139,086	41,797	18,402	6,082
INDIANA	65,996	28,333	765	-
IOWA	34,879	11,339	1,176	79
KANSAS	20,763	13,184	2,163	577
KENTUCKY	41,968	14,057	1,487	1,985
LOUISIANA	62,299	11,346	3,874	517
MAINE	16,332	1,536	1,018	503
MARYLAND	69,387	20,931	1,326	2,221
MASSACHUSETTS	90,064	25,578	12,310	1,789
MICHIGAN	85,513	36,795	2,758	2,081
MINNESOTA	53,858	7,766	4,475	1,283
MISSISSIPPI	20,282	7,192	176	233
MISSOURI	44,901	13,641	1,737	1,265
MONTANA	6,074	1,393	55	7
NEBRASKA	19,641	4,796	584	37
NEVADA	7,263	924	520	270
NEW HAMPSHIRE	6,225	1,766	628	279
NEW JERSEY	75,677	54,359	4,145	7,391
NEW MEXICO	-	-	-	-
NEW YORK	103,750	84,437	11,465	3,218
NORTH CAROLINA	77,194	11,768	3,229	1,653
NORTH DAKOTA	6,466	1,340	238	151
OHIO	69,241	39,172	13,325	2,067
OKLAHOMA	16,487	32,057	1,313	1,007
OREGON	32,432	3,919	1,228	1,305
PENNSYLVANIA	89,705	74,697	12,323	516
PUERTO RICO	5,740	5,206	1,335	734
RHODE ISLAND	8,700	2,996	620	60
SOUTH CAROLINA	63,490	14,688	1,883	215
SOUTH DAKOTA	8,105	761	375	24
TENNESSEE	97,606	7,837	2,443	232
TEXAS	242,027	30,734	6,490	9,082
UTAH	29,311	2,638	1,663	214
VERMONT	4,711	1,407	403	0
VIRGINIA	56,713	20,758	5,516	542
WASHINGTON	22,360	17,547	309	192
WEST VIRGINIA	21,366	5,902	1,100	794
WISCONSIN	29,136	19,491	1,985	488
WYOMING	9,278	1,456	339	107
AMERICAN SAMOA	73	72	0	0
GUAM	-	-	-	-
NORTHERN MARIANAS	10	34	0	0
TRUST TERRITORIES	1,219	166	0	0
VIRGIN ISLANDS	521	476	-	-
BUR. OF INDIAN AFFAIRS	2,608	212	131	38
U.S. AND TERRITORIES	2,431,351	863,845	149,248	63,719

TABLE D - 2.1B (Continued)

ENVIRONMENTS IN WHICH SCHOOL-AGED[1] HANDICAPPED CHILDREN WERE SERVED DURING SCHOOL YEAR 1977-78

STATE	SPEECH IMPAIRED				LEARNING DISABLED			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS
ALABAMA	15,633	-	-	-	8,300	121	-	-
ALASKA	2,067	55	-	11	4,170	1,017	-	3
ARIZONA	11,333	32	0	-	18,478	2,183	165	-
ARKANSAS	7,712	-	-	-	6,792	1,234	7	-
CALIFORNIA	97,321	1,789	44	8	60,873	28,461	942	335
COLORADO	12,467	31	35	6	21,893	1,023	421	7
CONNECTICUT	11,199	1,582	55	6	15,528	5,809	504	61
DELAWARE	1,524	175	-	12	2,693	1,916	43	18
DISTRICT OF COLUMBIA	1,503	13	31	-	68	501	87	-
FLORIDA	33,353	1,755	0	0	35,113	4,471	0	0
GEORGIA	21,910	4	13	1	13,793	937	85	120
HAWAII	1,803	-	-	-	2,100	3,575	2	-
IDAHO	4,846	3	-	-	5,304	164	0	-
ILLINOIS[2]	64,187	1,985	0	0	37,183	13,061	1,399	0
INDIANA	56,137	110	-	-	6,257	1,059	-	-
IOWA	13,650	31	0	9	17,982	908	-	6
KANSAS	6,507	3,603	193	42	12,708	1,198	-	1
KENTUCKY	21,595	423	66	126	7,835	1,535	39	114
LOUISIANA	31,075	2,696	-	7	10,444	3,459	476	18
MAINE	4,852	60	2	0	5,688	95	62	0
MARYLAND	33,547	3,698	10	13	30,473	6,075	205	4
MASSACHUSETTS	25,525	7,250	3,489	507	18,229	5,177	2,492	362
MICHIGAN	49,761	8	0	1,055	21,897	7,664	12	40
MINNESOTA	18,863	257	8	17	24,394	1,159	504	160
MISSISSIPPI	9,688	216	5	4	3,095	374	3	3
MISSOURI	23,209	1,944	237	12	13,565	1,909	95	69
MONTANA	2,408	9	0	0	2,150	902	1	0
NEBRASKA	8,218	-	-	-	5,378	1,792	-	-
NEVADA	3,167	22	-	-	3,347	371	-	-
NEW HAMPSHIRE	1,256	81	32	44	3,649	481	131	95
NEW JERSEY	53,610	8,940	140	-	16,699	20,818	1,051	-
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	65,779	204	60	-	22,054	3,094	313	2
NORTH CAROLINA	23,163	50	107	-	20,870	132	428	44
NORTH DAKOTA	3,448	0	0	0	2,313	9	0	0
OHIO	45,684	22,335	-	78	20,989	8,635	-	66
OKLAHOMA	7,165	8,409	-	18	6,328	12,679	-	19
OREGON	11,612	0	0	0	15,927	102	0	52
PENNSYLVANIA	72,520	145	0	0	12,265	15,729	3,429	0
PUERTO RICO	111	91	59	16	1,029	211	233	1
RHODE ISLAND	3,204	499	0	0	3,826	521	0	0
SOUTH CAROLINA	27,015	21	-	-	14,126	929	3	-
SOUTH DAKOTA	3,867	364	-	-	1,559	145	-	-
TENNESSEE	27,127	654	45	1	39,988	990	10	0
TEXAS	71,235	1,483	51	17	129,202	10,129	314	45
UTAH	5,429	1	59	-	12,194	65	353	10
VERMONT	1,691	0	0	0	2,779	0	21	0
VIRGINIA	30,939	78	18	2	17,471	2,868	362	4
WASHINGTON	9,602	1,144	0	0	8,616	5,377	5	7
WEST VIRGINIA	10,284	144	11	1	6,057	538	50	18
WISCONSIN	11,035	-	-	-	17,414	-	16	-
WYOMING	2,872	-	4	-	4,387	568	1	-
AMERICAN SAMOA	0	0	0	0	73	0	0	0
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	10	0	0	0	0	0	0	0
TRUST TERRITORIES	81	30	0	0	925	57	0	0
VIRGIN ISLANDS	308	0	-	-	192	0	-	-
BUR. OF INDIAN AFFAIRS	473	2	-	-	1,409	31	-	-
U.S. AND TERRITORIES	1,084,560	72,426	4,774	2,013	798,071	183,258	14,264	1,684

TABLE D - 2.1B (Continued)

ENVIRONMENTS IN WHICH SCHOOL-AGED[1] HANDICAPPED CHILDREN WERE SERVED DURING SCHOOL YEAR 1977-78

STATE	MENTALLY RETARDED				EMOTIONALLY DISTURBED			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS
ALABAMA	29,000	3,000	800	276	-	200	200	116
ALASKA	655	516	6	35	160	126	6	13
ARIZONA	2,468	4,906	613	-	2,351	1,508	518	-
ARKANSAS	6,804	6,499	2,325	-	65	167	-	43
CALIFORNIA	724	31,048	406	207	3,927	15,912	1,595	539
COLORADO	2,367	4,686	636	3	4,271	2,392	466	473
CONNECTICUT	5,782	1,290	1,204	81	5,882	1,609	930	88
DELAWARE	750	1,163	411	38	1,397	851	203	13
DISTRICT OF COLUMBIA	30	869	479	-	78	162	285	5
FLORIDA	8,732	14,074	4,903	1,758	5,075	2,952	984	58
GEORGIA	12,287	11,965	191	76	7,813	879	50	39
HAWAII	776	1,320	250	-	67	115	10	18
IDAHO	21	2,641	321	12	401	7	23	-
ILLINOIS[2]	17,207	19,674	5,881	0	17,113	5,087	4,030	0
INDIANA	2,582	24,538	-	-	420	1,100	-	-
IOWA	1,887	8,863	365	28	883	1,102	340	8
KANSAS	732	6,555	436	73	296	1,362	1,033	117
KENTUCKY	10,582	10,553	184	365	708	854	362	119
LOUISIANA	15,144	2,439	2,036	42	2,224	2,057	634	120
MAINE	2,899	1,213	479	96	2,032	123	180	164
MARYLAND	2,998	7,980	384	31	887	1,584	518	283
MASSACHUSETTS	21,876	6,213	2,990	434	14,582	4,141	1,993	290
MICHIGAN	5,130	20,339	1,175	36	6,156	5,236	1,554	30
MINNESOTA	7,301	4,820	2,102	89	1,548	984	995	118
MISSISSIPPI	7,073	6,405	114	120	26	31	4	4
MISSOURI	4,762	8,841	1,035	682	1,963	698	278	278
MONTANA	1,084	374	37	0	204	68	14	0
NEBRASKA	5,000	2,292	234	-	617	403	123	-
NEVADA	577	392	277	18	36	59	-	153
NEW HAMPSHIRE	634	1,049	240	45	238	75	78	26
NEW JERSEY	2,004	12,911	463	4,148	2,107	7,515	1,866	1,214
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	3,814	33,759	3,166	57	4,713	22,884	3,501	716
NORTH CAROLINA	29,873	9,573	1,035	76	1,800	234	229	1,099
NORTH DAKOTA	259	1,243	92	59	175	41	4	2
OHIO[2]	1,458	3,555	12,755	317	134	1,198	259	285
OKLAHOMA	2,275	9,713	883	14	114	359	47	99
OREGON	1,707	3,444	272	649	1,453	113	324	189
PENNSYLVANIA	329	46,365	5,128	516	913	7,544	1,987	0
PUERTO RICO	4,370	3,812	581	238	75	249	56	50
RHODE ISLAND	96	1,506	101	0	89	392	385	7
SOUTH CAROLINA	17,736	10,272	1,231	-	3,034	2,403	90	-
SOUTH DAKOTA	2,171	204	375	24	192	19	-	-
TENNESSEE	19,117	5,199	1,154	30	3,001	518	577	0
TEXAS	21,213	13,125	1,815	177	5,648	2,572	977	2,123
UTAH	1,809	1,852	964	27	8,708	548	168	51
VERMONT	97	1,388	135	0	34	0	96	0
VIRGINIA	3,947	15,866	1,498	126	1,048	1,313	1,338	198
WASHINGTON	1,758	6,744	197	14	1,675	2,586	80	12
WEST VIRGINIA	3,912	4,826	948	120	0	150	23	2
WISCONSIN	-	13,772	791	-	-	5,100	695	-
WYOMING	418	626	172	-	1,170	214	159	-
AMERICAN SAMOA	0	46	0	0	0	0	0	0
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	0	9	0	0	0	0	0	0
TRUST TERRITORIES	21	19	0	0	0	11	0	0
VIRGIN ISLANDS	14	407	-	-	7	23	-	-
BUR. OF INDIAN AFFAIRS	352	112	119	36	293	52	-	-
U.S. AND TERRITORIES	296,614	418,865	64,389	11,173	117,803	107,862	30,264	9,162

TABLE D - 2.1B (Continued)

ENVIRONMENTS IN WHICH SCHOOL-AGED[1] HANDICAPPED CHILDREN WERE SERVED DURING SCHOOL YEAR 1977-78

STATE	OTHER HEALTH IMPAIRED				ORTHOPEDICALLY IMPAIRED			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS
ALABAMA[3]	-	-	-	-	300	46	-	-
ALASKA	129	27	1	10	44	48	2	20
ARIZONA	0	0	0	805	315	102	42	-
ARKANSAS	-	-	37	174	100	34	18	2
CALIFORNIA	27,976	2,574	43	2,398	11,877	4,280	7	572
COLORADO[4]	-	-	-	-	400	660	54	629
CONNECTICUT	67	39	80	17	258	91	60	15
DELAWARE	2	33	2	-	9	12	183	2
DISTRICT OF COLUMBIA	16	46	27	137	5	112	2	40
FLORIDA[5]	-	-	-	1,553	255	574	446	0
GEORGIA	417	23	9	1,871	387	325	15	192
HAWAII	-	4	1	-	-	140	8	24
IDAHO	633	0	1	11	523	45	30	-
ILLINOIS[7]	1,292	893	2,692	0	697	258	1,929	6,082
INDIANA	-	-	-	-	78	411	-	-
IOWA	-	0	-	-	109	161	81	22
KANSAS	-	-	-	-	78	207	13	340
KENTUCKY	476	49	5	798	201	391	22	350
LOUISIANA	1,952	260	64	260	491	105	100	56
MAINE	460	9	93	38	117	14	68	199
MARYLAND	159	34	1	1,511	99	571	34	372
MASSACHUSETTS	585	166	80	12	3,504	995	479	69
MICHIGAN	45	1	9	886	1,223	1,496	3	8
MINNESOTA	332	31	182	851	482	270	171	48
MISSISSIPPI	5	2	-	60	21	64	5	33
MISSOURI	380	27	8	100	222	61	28	51
MONTANA	64	19	0	0	70	10	3	7
NEBRASKA	-	-	-	37	150	131	-	-
NEVADA	10	4	171	-	7	12	37	99
NEW HAMPSHIRE	155	13	13	21	94	21	80	23
NEW JERSEY	208	1,612	15	624	113	789	487	103
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	4,131	21,984	2,437	2,027	295	966	507	412
NORTH CAROLINA	55	557	43	321	150	971	265	113
NORTH DAKOTA	27	16	4	72	48	24	36	7
OHIO[2]	-	-	-	-	222	1,071	-	1,159
OKLAHOMA	327	149	-	458	-	286	33	347
OREGON	337	38	0	296	312	44	173	65
PENNSYLVANIA[4]	-	-	-	-	25	1,922	372	0
PUERTO RICO	43	84	57	342	11	60	64	65
RHODE ISLAND	1,204	49	0	53	201	6	0	0
SOUTH CAROLINA	-	19	37	215	370	677	-	-
SOUTH DAKOTA	24	2	-	-	109	10	-	-
TENNESSEE	3,100	6	100	200	2,955	245	58	1
TEXAS	11,540	1,588	59	8	1,451	1,361	528	6,670
UTAH	513	88	42	90	107	47	75	9
VERMONT	17	19	-	0	24	-	60	0
VIRGINIA	98	3	1,286	144	227	170	497	62
WASHINGTON	114	226	0	151	243	615	23	4
WEST VIRGINIA	458	84	2	626	137	104	39	18
WISCONSIN	-	-	-	488	687	-	-	-
WYOMING	51	6	-	81	32	9	3	-
AMERICAN SAMOA	0	1	0	0	0	4	0	0
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	0	0	0	0	0	2	0	0
TRUST TERRITORIES	1	5	0	0	42	13	0	0
VIRGIN ISLANDS	0	7	-	-	0	7	-	-
BUR. OF INDIAN AFFAIRS	8	7	-	1	13	-	-	-
U.S. AND TERRITORIES	57,411	30,804	7,601	17,74[illegible]	29,890	21,056	7,140	18,290

TABLE D - 2.1B (Continued)

ENVIRONMENTS IN WHICH SCHOOL-AGED[1] HANDICAPPED CHILDREN
WERE SERVED DURING SCHOOL YEAR 1977-78

STATE	HARD OF HEARING[6]				VISUALLY HANDICAPPED			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS
ALABAMA	261	39	-	-	275	47	183	-
ALASKA	82	9	-	1	36	8	1	4
ARIZONA					192	5	94	-
ARKANSAS	35	183	-	-	83	-	179	-
CALIFORNIA	609	2,024	4	13	1,078	1,409	7	9
COLORADO	593	222	169	-	279	2	53	-
CONNECTICUT	433	123	178	16	201	35	11	1
DELAWARE	24	7	13	4	51	12	6	1
DISTRICT OF COLUMBIA	43	12	3	-	36	65	1	-
FLORIDA					475	143	0	150
GEORGIA	1,572	318	65	258	583	32	57	1
HAWAII	36	62	-	-	16	27	1	-
IDAHO	30	10	11	-	21	4	60	-
ILLINOIS[7]	276	265	1,940	0	639	156	531	0
INDIANA					292	38	192	-
IOWA	271	167	3	5	97	31	82	1
KANSAS					231	46	81	3
KENTUCKY					259	33	174	11
LOUISIANA	391	143	-	0	285	54	152	4
MAINE	171	9	3	0	91	2	14	0
MARYLAND	639	214	9	1	420	109	161	4
MASSACHUSETTS	3,647	1,036	498	72	1,603	455	219	33
MICHIGAN					518	443	0	19
MINNESOTA	869	190	178	0	308	53	127	1
MISSISSIPPI	217	47	9	1	91	8	15	5
MISSOURI	417	74	20	19	268	32	15	11
MONTANA	64	11	0	0	23	0	0	0
NEBRASKA					100	-	55	-
NEVADA	55	1	-	-	50	3	10	-
NEW HAMPSHIRE	88	6	7	2	87	8	7	20
NEW JERSEY	271	787	10	-	493	402	75	694
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	1,190	334	35	-	1,462	177	385	4
NORTH CAROLINA	653	150	50	-	630	34	210	-
NORTH DAKOTA	101	5	5	0	71	1	26	2
OHIO[8]					277	309	137	10
OKLAHOMA	92	225	-	4	155	50	124	42
OREGON	677	145	175	3	268	0	96	28
PENNSYLVANIA	1,976	1,512	0	0	1,677	480	362	0
PUERTO RICO	11	16	12	3	45	53	13	10
RHODE ISLAND	41	23	0	0	39	0	6	0
SOUTH CAROLINA	584	322	388	-	625	39	134	-
SOUTH DAKOTA	0	-	-	-	36	3	-	-
TENNESSEE	1,330	136	0	0	888	56	165	0
TEXAS	468	90	1,342	10	402	296	62	22
UTAH	401	6	-	-	135	-	-	4
VERMONT	13	0	0	0	55	0	21	0
VIRGINIA	777	209	22	1	2,072	13	101	5
WASHINGTON	114	285	3	0	227	165	1	0
WEST VIRGINIA	322	54	11	1	196	2	16	8
WISCONSIN	-	476	-	-	-	143	125	-
WYOMING	200	10	-	-	138	-	-	-
AMERICAN SAMOA	0	7	0	0	0	3	0	0
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	0	5	0	0	0	2	0	0
TRUST TERRITORIES	66	12	0	0	62	10	0	0
VIRGIN ISLANDS	0	0	-	-	0	0	-	-
BUR. OF INDIAN AFFAIRS	42	2	-	-	15	5	4	1
U.S. AND TERRITORIES	19,852	9,985	5,163	414	19,086	5,503	4,551	1,108

TABLE D - 2.1B (Continued)

ENVIRONMENTS IN WHICH SCHOOL-AGED[1] HANDICAPPED CHILDREN WERE SERVED DURING SCHOOL YEAR 1977-78

STATE	DEAF[6]				DEAF/HARD OF HEARING[6]			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS
ALABAMA	-	-	-	-				
ALASKA	7	103	-	2				
ARIZONA	3	10	246	-	423	55	417	-
ARKANSAS	135	2,470	17	0				
CALIFORNIA	-	-	-	-				
COLORADO	-	-	-	-				
CONNECTICUT	-	-	91	-				
DELAWARE	1	-	14	-				
DISTRICT OF COLUMBIA	302	231	57	28	562	563	0	663
FLORIDA	-	201	8	15				
GEORGIA	6	6	106	-				
HAWAII	492	418	-	0				
IDAHO	-	76	305	-	138	427	573	-
ILLINOIS[7]					211	213	407	-
INDIANA	223	133	412	10	312	219	635	102
IOWA	22	11	117	6				
KANSAS	165	666	4	2				
KENTUCKY	513	145	70	10				
LOUISIANA	63	21	210	0	783	1,608	5	7
MAINE	-	-	-	-				
MARYLAND	115	49	21	43				
MASSACHUSETTS	7	0	0	0				
MICHIGAN								
MINNESOTA	14	60	25	-	178	178	172	-
MISSISSIPPI	24	32	40	3				
MISSOURI	172	585	38	608				
MONTANA	-	-	-	-				
NEBRASKA	312	1,033	1,061	-				
NEVADA	-	67	862	-				
NEW HAMPSHIRE	24	1	71	9				
NEW JERSEY								
NEW MEXICO	31	187	226	6	372	1,444	174	86
NEW YORK	139	33	188	23				
NORTH CAROLINA	0	0	1,045	0				
NORTH DAKOTA	45	630	260	9				
OHIO[7]	0	0	128	0				
OKLAHOMA	-	6	-	-				
OREGON	147	14	-	-				
PENNSYLVANIA	100	33	334	0				
PUERTO RICO	468	90	1,342	10				
RHODE ISLAND	15	31	2	23				
SOUTH CAROLINA	1	0	70	0				
SOUTH DAKOTA	134	238	397	0				
TENNESSEE	11	405	0	4				
TEXAS	-	-	-	-				
UTAH	-	-	358	-				
VERMONT	10	23	-	26				
VIRGINIA	0	11	0	0				
WASHINGTON	-	-	-	-				
WEST VIRGINIA	0	11	0	0				
WISCONSIN	41	9	0	0				
WYOMING	0	32	-	-				
AMERICAN SAMOA	3	1	8	-				
GUAM								
NORTHERN MARIANAS								
TRUST TERRITORIES								
VIRGIN ISLANDS								
BUR. OF INDIAN AFFAIRS								
U.S. AND TERRITORIES	3,815	8,072	8,133	837	2,979	4,707	2,383	859

TABLE D - 2.1B (Continued)

ENVIRONMENTS IN WHICH SCHOOL-AGED[1] HANDICAPPED CHILDREN WERE SERVED DURING SCHOOL YEAR 1977-78

STATE	DEAF-BLIND				MULTIHANDICAPPED			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS
ALABAMA[2]	183	500	454	20	275	1,400	40	280
ALASKA	-	-	-	-	-	-	-	-
ARIZONA	-	-	-	-	-	-	-	-
ARKANSAS	-	-	-	-	-	-	-	-
CALIFORNIA	-	-	-	-	-	-	-	-
COLORADO	-	-	-	-	-	-	-	-
CONNECTICUT	-	-	-	-	-	-	-	-
DELAWARE	-	-	-	-	-	-	-	-
DISTRICT OF COLUMBIA	-	-	-	-	-	-	-	-
FLORIDA	-	-	-	-	-	-	-	-
GEORGIA	-	-	-	-	581	81	73	84
HAWAII	-	-	-	-	-	-	-	-
IDAHO	-	-	-	-	-	-	-	-
ILLINOIS[7]	-	-	-	-	-	-	-	-
INDIANA	-	-	-	-	92	650	-	-
IOWA	-	-	-	-	-	-	-	-
KANSAS	-	-	-	-	-	-	-	-
KENTUCKY	-	-	-	-	-	-	-	-
LOUISIANA	-	-	-	-	-	-	-	-
MAINE	-	-	-	-	-	-	-	-
MARYLAND	-	-	-	-	-	-	-	-
MASSACHUSETTS	-	-	-	-	-	-	-	-
MICHIGAN	-	-	-	-	-	-	-	-
MINNESOTA	-	-	-	-	-	-	-	-
MISSISSIPPI	66	45	21	3	-	-	-	-
MISSOURI	-	-	-	-	-	-	-	-
MONTANA	-	-	-	-	-	-	-	-
NEBRASKA	-	-	-	-	-	-	-	-
NEVADA	-	-	-	-	-	-	-	-
NEW HAMPSHIRE	-	-	-	-	-	-	-	-
NEW JERSEY	-	-	-	-	-	-	-	-
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	-	-	-	-	-	-	-	-
NORTH CAROLINA	-	-	-	-	-	-	-	-
NORTH DAKOTA	-	-	-	-	-	-	-	-
OHIO[2]	-	-	-	-	105	625	-	66
OKLAHOMA	-	-	-	-	-	-	-	-
OREGON	-	-	-	-	-	-	-	-
PENNSYLVANIA	-	-	-	-	-	-	-	-
PUERTO RICO	-	-	-	-	-	-	-	-
RHODE ISLAND	-	-	-	-	-	-	-	-
SOUTH CAROLINA	-	-	-	-	-	-	-	-
SOUTH DAKOTA	-	-	-	-	-	-	-	-
TENNESSEE	-	-	-	-	-	-	-	-
TEXAS	-	-	-	-	-	-	-	-
UTAH	-	-	-	-	-	-	-	-
VERMONT	-	-	-	-	-	-	-	-
VIRGINIA	-	-	-	-	-	-	-	-
WASHINGTON	-	-	-	-	-	-	-	-
WEST VIRGINIA	-	-	-	-	-	-	-	-
WISCONSIN	-	-	-	-	-	-	-	-
WYOMING	-	-	-	-	-	-	-	-
AMERICAN SAMOA	-	-	-	-	-	-	-	-
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	0	1	0	0	0	4	0	0
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	-	-	-	-	-	-	-	-
U.S. AND TERRITORIES	249	546	475	23	1,053	2,760	113	410

TABLE D - 2.1C

ENVIRONMENTS IN WHICH 18-21 YEAR-OLD STUDENTS WERE SERVED DURING SCHOOL YEAR 1977-78

STATE	TOTAL			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS
ALABAMA	2,630	308	96	-
ALASKA	2,292	604	10	34
ARIZONA	-	-	-	-
ARKANSAS	563	547	351	2
CALIFORNIA	2,050	5,322	107	189
COLORADO	200	837	169	15
CONNECTICUT	1,082	337	103	5
DELAWARE	184	289	248	13
DISTRICT OF COLUMBIA	31	239	211	5
FLORIDA	989	1,001	480	1,202
GEORGIA	490	784	48	139
HAWAII	-	16	47	-
IDAHO	428	231	414	10
ILLINOIS[7]	-	-	-	-
INDIANA	103	745	13	-
IOWA	514	1,143	100	6
KANSAS	252	604	253	30
KENTUCKY	1,266	299	264	213
LOUISIANA	2,014	1,499	848	9
MAINE	252	81	86	51
MARYLAND	3,121	5,051	270	843
MASSACHUSETTS	1,987	1,930	1,128	117
MICHIGAN	3,079	4,243	961	363
MINNESOTA	94	278	687	31
MISSISSIPPI	623	502	33	29
MISSOURI	477	467	311	476
MONTANA	355	116	0	0
NEBRASKA	-	-	-	-
NEVADA	-	1	10	-
NEW HAMPSHIRE	451	160	165	281
NEW JERSEY	1,782	1,078	533	-
NEW MEXICO	-	-	-	-
NEW YORK	4,055	3,503	466	126
NORTH CAROLINA	2,553	1,121	1,393	26
NORTH DAKOTA	307	118	82	13
OHIO[2]	-	-	3,147	-
OKLAHOMA	224	607	254	45
OREGON	461	152	118	106
PENNSYLVANIA	269	226	36	1
PUERTO RICO	14	344	181	75
RHODE ISLAND	319	58	166	26
SOUTH CAROLINA	1,165	733	205	-
SOUTH DAKOTA	16	3	34	6
TENNESSEE	2,200	358	112	100
TEXAS	6,972	2,058	472	661
UTAH	13	233	141	13
VERMONT	0	151	13	0
VIRGINIA	788	1,571	966	48
WASHINGTON	1,076	657	52	7
WEST VIRGINIA	1,660	346	103	66
WISCONSIN	455	1,694	877	28
WYOMING	259	45	57	-
AMERICAN SAMOA	0	13	0	0
GUAM	-	-	-	-
NORTHERN MARIANAS	0	2	0	0
TRUST TERRITORIES	0	0	2	0
VIRGIN ISLANDS	0	10	-	-
BUR. OF INDIAN AFFAIRS	372	10	54	-
U.S. AND TERRITORIES	50,487	42,725	16,877	5,410

TABLE D - 2.1C (Continued)

ENVIRONMENTS IN WHICH 18-21 YEAR-OLD STUDENTS WERE SERVED DURING SCHOOL YEAR 1977-78

STATE	SPEECH IMPAIRED				LEARNING DISABLED			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS
ALABAMA	-	-	-	-	-	-	-	-
ALASKA	852	17	-	4	1,314	320	-	2
ARIZONA	-	-	-	-	-	-	-	-
ARKANSAS	312	-	-	-	143	75	-	-
CALIFORNIA	315	77	1	0	1,087	455	24	6
COLORADO	10	-	-	-	127	45	-	1
CONNECTICUT	251	49	1	0	431	195	33	0
DELAWARE	2	-	-	-	82	102	-	-
DISTRICT OF COLUMBIA	4	0	-	-	2	-	-	-
FLORIDA	101	6	0	0	304	43	0	0
GEORGIA	77	2	-	-	39	10	-	-
HAWAII	-	-	-	-	-	-	-	-
IDAHO	91	4	-	-	38	173	0	-
ILLINOIS[7]	-	-	-	-	-	-	-	-
INDIANA	-	-	-	-	-	-	-	-
IOWA	15	0	0	-	383	20	-	0
KANSAS	28	75	1	0	166	0	-	0
KENTUCKY	94	3	-	3	429	1	-	11
LOUISIANA	726	91	-	3	161	217	-	0
MAINE	11	2	1	0	68	1	1	0
MARYLAND	724	392	1	0	1,474	826	6	3
MASSACHUSETTS	983	947	320	33	402	391	228	23
MICHIGAN	1,355	0	0	3	536	168	12	3
MINNESOTA	12	1	1	1	16	2	8	0
MISSISSIPPI	138	-	-	-	18	1	-	-
MISSOURI	102	2	-	-	109	2	-	6
MONTANA	62	0	0	0	75	17	0	0
NEBRASKA	-	-	-	-	-	-	-	-
NEVADA	-	-	-	-	-	-	-	-
NEW HAMPSHIRE	8	0	0	0	230	28	10	11
NEW JERSEY	422	-	7	-	298	108	141	-
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	2,558	8	2	-	852	120	12	-
NORTH CAROLINA	150	-	7	-	214	-	991	-
NORTH DAKOTA	178	0	0	0	60	0	0	0
OHIO[8]	-	-	-	-	-	-	-	-
OKLAHOMA	18	19	-	-	135	202	-	29
OREGON	63	0	0	4	202	12	0	0
PENNSYLVANIA	218	1	0	0	37	50	10	0
PUERTO RICO	-	7	1	3	-	10	-	-
RHODE ISLAND	161	11	0	0	104	0	0	0
SOUTH CAROLINA	159	17	-	-	129	12	-	-
SOUTH DAKOTA	8	1	-	-	3	1	-	-
TENNESSEE	282	30	8	0	1,280	57	0	0
TEXAS	108	18	1	0	3,749	307	10	1
UTAH	-	-	-	1	5	108	-	-
VERMONT	0	0	0	0	0	0	0	0
VIRGINIA	142	5	12	1	215	25	13	0
WASHINGTON	57	8	1	0	947	193	0	0
WEST VIRGINIA	761	3	0	0	301	3	0	2
WISCONSIN	81	-	-	-	342	-	-	-
WYOMING	58	-	-	-	60	20	-	-
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
TRUST TERRITORIES	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	-	-	0	0	-	-
BUR. OF INDIAN AFFAIRS	213	-	-	-	108	5	-	-
U.S. AND TERRITORIES	11,268	1,398	385	98	18,809	4,285	1,099	98

TABLE D - 2.1C (Continued)

ENVIRONMENTS IN WHICH 18-21 YEAR-OLD STUDENTS WERE SERVED DURING SCHOOL YEAR 1977-78

STATE	MENTALLY RETARDED				EMOTIONALLY DISTURBED			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS
ALABAMA	1,100	288	-	-	1,500	14	-	-
ALASKA	308	184	10	11	90	40	-	5
ARIZONA	-	-	-	-	-	-	-	-
ARKANSAS	33	438	247	-	10	21	1	-
CALIFORNIA	181	3,843	23	50	60	288	52	16
COLORADO	33	706	118	-	19	30	-	2
CONNECTICUT	179	35	25	3	184	43	23	3
DELAWARE	83	148	211	15	31	38	6	-
DISTRICT OF COLUMBIA	3	208	162	-	6	1	36	-
FLORIDA	903	864	440	917	39	37	13	175
GEORGIA	308	684	37	31	17	3	-	-
HAWAII	-	-	47	-	-	-	-	-
IDAHO	13	22	360	6	85	7	7	-
ILLINOIS[7]	-	-	-	-	-	-	-	-
INDIANA	70	663	-	-	25	67	-	-
IOWA	98	1,091	76	2	20	20	14	-
KANSAS	26	513	133	1	11	10	91	7
KENTUCKY	589	280	23	86	43	1	165	13
LOUISIANA	897	1,132	876	0	16	15	22	0
MAINE	128	74	61	20	30	1	6	21
MARYLAND	660	3,321	103	3	87	213	84	80
MASSACHUSETTS	483	469	274	28	322	312	183	18
MICHIGAN	770	3,604	798	143	174	147	134	7
MINNESOTA	48	270	596	25	3	3	9[1]	0
MISSISSIPPI	464	497	25	18	-	-	-	-
MISSOURI	177	453	284	317	35	8	20	135
MONTANA	197	91	0	0	24	6	0	0
NEBRASKA	-	-	-	-	-	-	-	-
NEVADA	-	1	8	-	-	-	-	-
NEW HAMPSHIRE	122	118	119	252	43	5	13	5
NEW JERSEY	787	699	186	-	204	102	81	-
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	174	1,844	145	3	181	879	135	28
NORTH CAROLINA	2,089	1,021	457	8	100	-	56	-
NORTH DAKOTA	51	110	63	12	8	1	1	0
OHIO[9]	-	-	2,934	-	-	-	131	-
OKLAHOMA	84	295	205	3	-	9	9	3
OREGON	72	129	95	78	9	11	13	9
PENNSYLVANIA	1	140	15	1	3	23	5	0
PUERTO RICO	7	230	139	32	1	33	6	5
RHODE ISLAND	17	47	78	0	8	0	51	0
SOUTH CAROLINA	797	619	209	-	40	27	-	-
SOUTH DAKOTA	5	1	34	6	0	-	-	-
TENNESSEE	220	139	49	2	105	10	13	5
TEXAS	2,081	1,333	122	15	523	237	94	195
UTAH	5	34	133	8	3	90	-	3
VERMONT	0	151	0	0	0	0	0	0
VIRGINIA	295	1,498	539	25	33	19	118	15
WASHINGTON	52	368	45	2	6	55	0	0
WEST VIRGINIA	530	318	100	7	0	11	0	0
WISCONSIN	-	1,567	195	-	-	97	337	-
WYOMING	67	15	42	-	25	10	15	-
AMERICAN SAMOA	0	5	0	0	0	0	0	0
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	0	2	0	0	0	0	0	0
TRUST TERRITORIES	0	0	2	0	0	0	0	0
VIRGIN ISLANDS	0	10	-	-	0	0	-	-
BUR. OF INDIAN AFFAIRS	48	4	51	-	5	-	-	-
U.S. AND TERRITORIES	14,626	30,223	10,989	2,124	4,087	2,911	1,985	750

TABLE D - 2.1C (Continued)

ENVIRONMENTS IN WHICH 18-21 YEAR-OLD STUDENTS WERE SERVED DURING SCHOOL YEAR 1977-78

STATE	OTHER HEALTH IMPAIRED				ORTHOPEDICALLY IMPAIRED			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS
ALABAMA[3]	-	-	-	-	-	-	-	-
ALASKA	17	10	-	4	14	15	-	6
ARIZONA	-	-	-	-	-	-	-	-
ARKANSAS	5	-	23	2	30	5	5	-
CALIFORNIA	284	132	3	91	80	288	2	26
COLORADO[4]	-	-	-	-	2	35	2	12
CONNECYICUT	8	2	6	0	6	3	5	0
DELAWARE	-	-	1	-	4	1	10	-
DISTRICT OF COLUMBIA	1	8	2	5	-	13	2	-
FLORIDA[5]	-	-	-	110	11	31	27	0
GEORGIA	-	-	1	39	5	16	1	47
HAWAII	-	1	-	-	-	9	-	-
IDAHO	148	7	7	4	32	7	14	-
ILLINOIS[7]	-	-	-	-	-	-	-	-
INDIANA	-	-	-	-	1	9	-	-
IOWA	-	0	-	-	8	6	9	4
KANSAS	-	-	-	-	1	5	1	22
KENTUCKY	15	-	-	40	8	8	-	43
LOUISIANA	99	19	5	0	59	1	12	4
MAINE	5	3	9	0	3	0	9	8
MARYLAND	7	6	0	657	11	108	3	100
MASSACHUSETTS	13	13	7	1	77	75	44	4
MICHIGAN	3	0	0	52	110	127	6	108
MINNESOTA	6	0	1	5	0	0	11	0
MISSISSIPPI	-	-	-	6	2	-	-	4
MISSOURI	17	1	6	6	14	1	-	4
MONTANA	8	1	0	0	2	1	0	0
NEBRASKA	-	-	-	-	-	-	-	-
NEVADA	-	-	2	-	-	-	-	-
NEW HAMPSHIRE	11	1	0	5	15	5	8	7
NEW JERSEY	8	117	3	-	17	10	69	-
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	180	852	94	79	12	39	19	18
NORTH CAROLINA	-	-	5	6	-	100	29	12
NORTH DAKOTA	2	2	0	0	1	5	7	0
OHIO[2]	-	-	-	-	-	-	-	-
OKLAHOMA	-	43	-	4	1	15	-	4
OREGON	74	0	0	15	28	0	0	3
PENNSYLVANIA[4]	-	-	-	-	0	6	1	0
PUERTO RICO	-	12	28	24	4	8	9	8
RHODE ISLAND	0	0	0	28	14	0	0	0
SOUTH CAROLINA	-	3	-	-	9	28	-	-
SOUTH DAKOTA	0	-	-	-	0	-	-	-
TENNESSEE	30	60	10	91	178	20	15	2
TEXAS	289	35	2	0	97	94	35	447
UTAH	-	-	2	-	-	2	6	-
VERMONT	0	0	0	0	0	0	0	0
VIRGINIA	1	1	65	4	12	7	25	3
WASHINGTON	3	7	0	1	6	48	4	2
WEST VIRGINIA	13	7	0	53	15	3	0	0
WISCONSIN	-	-	3	28	52	-	-	-
WYOMING	5	-	-	-	5	-	-	-
AMERICAN SAMOA	0	2	0	0	0	1	0	0
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
TRUST TERRITORIES	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	-	-	0	0	-	-
BUR. OF INDIAN AFFAIRS	-	-	-	-	1	-	-	-
U.S. AND TERRITORIES	1,208	1,345	283	1,388	944	1,155	382	898

TABLE D - 2.1C (Continued)

ENVIRONMENTS IN WHICH 18-21 YEAR-OLD STUDENTS WERE SERVED DURING SCHOOL YEAR 1977-78

STATE	HARD OF HEARING[6]				VISUALLY HANDICAPPED			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS
ALABAMA	-	-	-	-	-	-	-	-
ALASKA	26	3	-	1	30	6	-	-
ARIZONA	-	-	-	-	11	3	-	1
ARKANSAS	-	-	-	-	-	-	-	-
CALIFORNIA	-	6	3	-	32	-	-	-
COLORADO	28	77	1	0	75	69	8	-
CONNECTICUT	7	20	44	-	2	1	1	0
DELAWARE	7	3	7	0	16	7	5	-
DISTRICT OF COLUMBIA	-	-	4	-	2	-	3	0
FLORIDA	-	-	2	-	-	-	-	-
GEORGIA	-	-	-	-	16	12	7	-
HAWAII	25	5	2	15	12	0	0	0
IDAHO	-	-	-	-	17	-	-	-
ILLINOIS[7]	-	-	-	-	-	-	-	-
INDIANA	2	4	8	-	16	4	12	-
IOWA	-	-	-	-	-	-	-	-
KANSAS	-	-	-	-	2	-	9	-
KENTUCKY	17	6	3	0	6	0	2	-
LOUISIANA	-	-	-	-	6	1	23	0
MAINE	30	2	-	0	14	-	7	2
MARYLAND	1	0	0	0	14	22	23	2
MASSACHUSETTS	79	18	0	0	0	0	0	0
MICHIGAN	80	78	46	5	63	30	73	0
MINNESOTA	-	-	-	-	35	34	20	3
MISSISSIPPI	10	1	6	0	51	53	4	17
MISSOURI	1	-	-	1	0	1	4	0
MONTANA	13	-	1	-	-	2	8	-
NEBRASKA	21	0	0	0	6	-	-	-
NEVADA	-	-	-	-	3	0	0	0
NEW HAMPSHIRE	-	-	-	-	-	-	-	-
NEW JERSEY	9	0	2	0	-	-	-	-
NEW MEXICO	25	7	3	-	12	0	1	0
NEW YORK	-	-	-	-	18	9	18	-
NORTH CAROLINA	49	14	1	-	-	-	-	-
NORTH DAKOTA	-	-	4	-	57	7	15	-
OHIO[8]	4	0	0	0	-	-	63	-
OKLAHOMA	-	4	-	-	2	0	0	0
OREGON	6	0	0	0	-	-	4	-
PENNSYLVANIA	5	4	0	0	4	10	17	-
PUERTO RICO	-	6	-	-	10	0	0	0
RHODE ISLAND	12	0	0	0	5	2	1	0
SOUTH CAROLINA	18	19	-	-	2	4	-	-
SOUTH DAKOTA	0	-	-	-	0	0	9	0
TENNESSEE	60	23	0	0	13	7	-	-
TEXAS	36	7	102	1	0	-	-	-
UTAH	-	1	-	1	40	6	2	0
VERMONT	0	0	0	0	53	20	4	1
VIRGINIA	22	4	6	0	-	-	-	-
WASHINGTON	4	7	0	0	0	0	0	0
WEST VIRGINIA	30	1	1	0	67	2	11	0
WISCONSIN	-	27	-	-	1	5	0	0
WYOMING	10	-	-	-	10	0	2	4
AMERICAN SAMOA	0	0	0	0	-	3	3	-
GUAM	-	-	-	-	31	-	-	-
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
TRUST TERRITORIES	0	0	0	0	-	-	-	-
VIRGIN ISLANDS	0	0	-	-	0	0	0	0
BUR. OF INDIAN AFFAIRS	-	-	-	-	0	0	0	0
					-	1	3	-
U.S. AND TERRITORIES	637	347	246	24	754	321	358	30

TABLE D - 2.1C (Continued)

ENVIRONMENTS IN WHICH 18-21 YEAR-OLD STUDENTS WERE SERVED DURING SCHOOL YEAR 1977-78

STATE	DEAF[6]				DEAF/HARD OF HEARING[6]			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS
ALABAMA	-	-	-	-				
ALASKA	2	32	-	-				
ARIZONA	-	-	-	-				
ARKANSAS	8	2	64	-				
CALIFORNIA	10	126	1	0				
COLORADO	-	-	-	-				
CONNECTICUT	-	-	-	-				
DELAWARE	-	-	16	-				
DISTRICT OF COLUMBIA	-	-	-	-				
FLORIDA					20	20	0	0
GEORGIA	5	2	4	-				
HAWAII	-	6	-	-				
IDAHO	3	3	6	-				
ILLINOIS[7]	-	-	-	-				
INDIANA					5	5	8	-
IOWA	-	0	0	-				
KANSAS					14	0	4	0
KENTUCKY					74	6	89	15
LOUISIANA	16	10	110	0				
MAINE	9	0	3	2				
MARYLAND	16	135	0	0				
MASSACHUSETTS	12	11	6	2				
MICHIGAN					80	144	7	30
MINNESOTA	1	0	10	0				
MISSISSIPPI	-	-	-	-				
MISSOURI	4	-	-	8				
MONTANA	3	0	0	0				
NEBRASKA	-	-	-	-				
NEVADA	-	-	-	-				
NEW HAMPSHIRE	1	3	12	1				
NEW JERSEY	3	28	25	-				
NEW MEXICO	-	-	-	-				
NEW YORK	12	40	43	-				
NORTH CAROLINA	-	-	182	-				
NORTH DAKOTA	1	0	11	1				
OHIO[8]					-	-	78	-
OKLAHOMA	12	10	23	2				
OREGON	0	0	10	0				
PENNSYLVANIA	0	0	4	0				
PUERTO RICO	-	34	-	3				
RHODE ISLAND	3	0	28	0				
SOUTH CAROLINA	-	1	-	-				
SOUTH DAKOTA	0	-	-	-				
TENNESSEE	5	13	15	0				
TEXAS	36	7	102	1				
UTAH	-	-	-	-				
VERMONT	0	0	13	0				
VIRGINIA	1	10	177	0				
WASHINGTON	0	6	2	2				
WEST VIRGINIA	-	-	-	-				
WISCONSIN	-	-	39	-				
WYOMING	-	-	-	-				
AMERICAN SAMOA	0	5	0	0				
GUAM	-	-	-	-				
NORTHERN MARIANAS	0	0	0	0				
TRUST TERRITORIES	0	0	0	0				
VIRGIN ISLANDS	0	0	-	-				
BUR. OF INDIAN AFFAIRS	-	-	-	-				
U.S. AND TERRITORIES	183	482	906	22	193	175	186	45

TABLE D - 2.1C (Continued)

ENVIRONMENTS IN WHICH 18-21 YEAR-OLD STUDENTS WERE SERVED DURING SCHOOL YEAR 1977-78

STATE	DEAF-BLIND				MULTIHANDICAPPED			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS
ALABAMA	-	-	98	-	-	-	-	-
ALASKA	-	-	-	-	-	-	-	-
ARIZONA	-	-	-	-	-	-	-	-
ARKANSAS	-	-	-	-	-	-	-	-
CALIFORNIA	-	-	-	-	-	-	-	-
COLORADO	-	-	-	-	-	-	-	-
CONNECTICUT	-	-	-	-	-	-	-	-
DELAWARE	-	-	-	-	-	-	-	-
DISTRICT OF COLUMBIA	-	-	-	-	-	-	-	-
FLORIDA	-	-	-	-	-	-	-	-
GEORGIA	-	-	-	-	-	82	3	7
HAWAII	-	-	-	-	-	-	-	-
IDAHO	-	-	-	-	-	-	-	-
ILLINOIS	-	-	-	-	-	-	-	-
INDIANA	-	-	-	-	-	1	-	-
IOWA	-	-	-	-	-	-	-	-
KANSAS	-	-	-	-	-	-	-	-
KENTUCKY	-	-	-	-	-	-	-	-
LOUISIANA	-	-	-	-	-	-	-	-
MAINE	-	-	-	-	-	-	-	-
MARYLAND	-	-	-	-	-	-	-	-
MASSACHUSETTS	-	-	-	-	-	-	-	-
MICHIGAN	-	-	-	-	-	-	-	-
MINNESOTA	-	-	-	-	-	-	-	-
MISSISSIPPI	-	2	-	-	-	-	-	-
MISSOURI	-	-	-	-	-	-	-	-
MONTANA	-	-	-	-	-	-	-	-
NEBRASKA	-	-	-	-	-	-	-	-
NEVADA	-	-	-	-	-	-	-	-
NEW HAMPSHIRE	-	-	-	-	-	-	-	-
NEW JERSEY	-	-	-	-	-	-	-	-
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	-	-	-	-	-	-	-	-
NORTH CAROLINA	-	-	-	-	-	-	-	-
NORTH DAKOTA	-	-	-	-	-	-	-	-
OHIO	-	-	-	-	-	-	-	-
OKLAHOMA	-	-	-	-	-	-	-	-
OREGON	-	-	-	-	-	-	-	-
PENNSYLVANIA	-	-	-	-	-	-	-	-
PUERTO RICO	-	-	-	-	-	-	-	-
RHODE ISLAND	-	-	-	-	-	-	-	-
SOUTH CAROLINA	-	-	-	-	-	-	-	-
SOUTH DAKOTA	-	-	-	-	-	-	-	-
TENNESSEE	-	-	-	-	-	-	-	-
TEXAS	-	-	-	-	-	-	-	-
UTAH	-	-	-	-	-	-	-	-
VERMONT	-	-	-	-	-	-	-	-
VIRGINIA	-	-	-	-	-	-	-	-
WASHINGTON	-	-	-	-	-	-	-	-
WEST VIRGINIA	-	-	-	-	-	-	-	-
WISCONSIN	-	-	-	-	-	-	-	-
WYOMING	-	-	-	-	-	-	-	-
AMERICAN SAMOA	-	-	-	-	-	-	-	-
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	-	-	-	-	-	-	-	-
U.S. AND TERRITORIES	0	2	98	0	0	83	3	7

Notes to Table D - 2.1

SOURCE: Table 4, State Annual Program Plans for FY 1979. A dash generally indicates that the data were not available to the States.

1. Preschool children refers to children aged 3-5 years; school-aged children refers to children aged 6-17 years.

2. Ohio reported a combined count of school-aged children, preschool children and 18-21 year old children being served in regular classes, separate classes and other educational environments. The count of school-aged children being served in separate facilities includes preschool children.

3. Alabama reported a combined count for health impaired and multihandicapped children. The combined count is shown in the multihandicapped column; a dash is placed in the health impaired column.

4. Colorado and Pennsylvania each reported a combined count for orthopedically impaired and other health impaired children. The counts are shown in the orthopedically impaired column; dashes are placed in the other health impaired column.

5. The number of health impaired children in Florida includes those who are homebound/hospitalized.

6. Eight States combined hard of hearing and deaf. The data for these States do not appear under the separate categories of hard of hearing and deaf.

7. Illinois reported a combined count for school-aged children and 18-21 year old children being served in regular classes, separate classes and separate facilities. The count was reported under school-age children.

TABLE D - 2.3

PERCENT OF HANDICAPPED CHILDREN AGED 3-21 YEARS SERVED IN DIFFERENT ENVIRONMENTS DURING SCHOOL YEAR 1977-1978

STATE	NUMBER SERVED IN ALL ENVIRONMENTS	PERCENT SERVED IN REGULAR CLASSES	PERCENT SERVED IN SEPARATE CLASSES	PERCENT SERVED IN SEPARATE FACILITIES	PERCENT SERVED IN OTHER EDUCATIONAL ENVIRONMENTS
ALABAMA	66,142	87.56	8.74	2.68	1.02
ALASKA	12,820	78.31	20.42	0.20	1.07
ARIZONA	47,005	75.65	18.70	3.93	1.71
ARKANSAS	35,921	64.33	24.29	10.73	0.64
CALIFORNIA	332,013	67.23	30.44	0.99	1.34
COLORADO	57,267	74.83	19.36	3.76	2.05
CONNECTICUT	58,888	71.57	20.17	7.67	0.59
DELAWARE	12,713	53.53	35.74	9.93	0.80
DISTRICT OF COLUMBIA	5,875	41.38	35.18	19.76	3.68
FLORIDA	128,630	69.37	20.42	5.92	4.29
GEORGIA	82,869	75.72	19.91	0.87	3.49
HAWAII	11,006	45.48	50.28	3.72	0.52
IDAHO	16,953	74.48	18.79	6.49	0.24
ILLINOIS	226,258	61.47	27.33	8.51	2.69
INDIANA	97,844	67.93	31.17	0.91	-
IOWA	53,344	71.24	25.11	2.58	1.07
KANSAS	38,200	55.19	36.85	6.33	1.63
KENTUCKY	64,343	69.06	22.52	2.88	5.54
LOUISIANA	89,137	77.72	16.10	5.50	0.68
MAINE	20,614	83.72	8.11	5.48	2.69
MARYLAND	104,041	69.91	25.32	1.71	3.06
MASSACHUSETTS	141,878	67.42	19.98	11.21	1.39
MICHIGAN	150,348	65.64	29.84	2.56	1.95
MINNESOTA	74,276	78.11	12.39	7.68	1.81
MISSISSIPPI	30,033	70.92	27.05	0.93	1.10
MISSOURI	65,118	71.18	22.35	3.32	3.15
MONTANA	8,443	80.84	18.43	0.65	0.08
NEBRASKA	27,708	77.69	20.04	2.13	0.14
NEVADA	9,413	80.68	9.95	6.25	3.12
NEW HAMPSHIRE	10,324	65.10	19.02	8.63	7.25
NEW JERSEY	150,052	53.89	37.94	3.25	4.93
NEW MEXICO	-	-	-	-	-
NEW YORK	215,968	51.10	41.62	5.68	1.60
NORTH CAROLINA	105,691	80.60	12.60	5.18	1.62
NORTH DAKOTA	9,286	72.94	21.82	3.48	1.77
OHIO	127,598	54.26	30.70	13.42	1.62
OKLAHOMA	54,956	32.75	62.21	2.93	2.11
OREGON	41,710	81.90	11.17	3.39	3.54
PENNSYLVANIA	188,203	47.81	44.59	7.33	0.27
PUERTO RICO	14,111	41.19	40.81	11.52	6.48
RHODE ISLAND	14,034	67.74	22.56	8.71	0.99
SOUTH CAROLINA	88,786	79.39	17.94	2.42	0.24
SOUTH DAKOTA	10,453	86.85	8.17	4.36	0.62
TENNESSEE	119,101	90.00	7.34	2.23	0.43
TEXAS	330,530	83.87	10.56	2.30	3.27
UTAH	35,038	85.20	8.31	5.53	0.95
VERMONT	7,572	66.90	25.09	5.49	2.51
VIRGINIA	94,026	67.04	24.73	7.30	0.93
WASHINGTON	43,209	54.96	43.56	1.00	0.48
WEST VIRGINIA	32,847	73.93	19.63	3.78	2.66
WISCONSIN	57,673	55.72	37.32	6.05	0.91
WYOMING	12,608	80.63	12.20	6.08	1.09
AMERICAN SAMOA	166	43.98	56.02	0.00	0.00
GUAM	-	-	-	-	-
NORTHERN MARIANAS	52	25.00	75.00	0.00	0.00
TRUST TERRITORIES	1,545	84.85	10.74	4.40	0.00
VIRGIN ISLANDS	1,009	51.64	48.36	-	-
BUR. OF INDIAN AFFAIRS	3,638	84.55	8.99	5.42	1.04
U.S. AND TERRITORIES	3,839,286	68.03	25.29	4.72	1.96

TABLE D - 2.3 (Continued)

PERCENT OF HANDICAPPED CHILDREN AGED 3-21 YEARS SERVED IN DIFFERENT ENVIRONMENTS*

DURING SCHOOL YEAR 1977-1978

STATE	SPEECH IMPAIRED				LEARNING DISABLED			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS
ALABAMA	100.00	-	-	-	98.56	1.44	-	-
ALASKA	96.92	2.57	-	0.51	80.34	19.59	-	0.07
ARIZONA	99.72	0.28	0.00	-	88.73	10.48	0.79	-
ARKANSAS	96.95	-	3.05	-	84.06	15.84	0.10	-
CALIFORNIA	97.68	2.19	0.08	0.05	66.50	32.05	1.08	0.37
COLORADO	97.04	2.33	0.57	0.05	92.55	5.49	1.84	0.12
CONNECTICUT	83.88	15.21	0.84	0.07	70.40	26.45	2.80	0.36
DELAWARE	89.67	9.67	-	0.65	56.92	41.84	0.87	0.37
DISTRICT OF COLUMBIA	96.83	0.73	1.56	0.88	15.47	71.78	12.75	-
FLORIDA	95.00	5.00	0.00	0.00	88.51	11.49	0.00	0.00
GEORGIA	99.68	0.26	0.05	0.00	91.93	6.72	0.56	0.79
HAWAII	99.90	-	0.10	-	36.92	63.03	0.05	-
IDAHO	98.83	1.17	-	-	93.97	5.93	0.10	-
ILLINOIS	79.17	20.83	0.00	0.00	69.37	27.73	2.90	0.00
INDIANA	99.80	0.20	-	-	85.42	14.58	-	-
IOWA	97.28	1.37	0.00	1.35	94.85	4.85	-	0.30
KANSAS	61.83	35.94	1.83	0.39	91.34	8.65	-	0.01
KENTUCKY	94.38	1.85	0.29	3.47	82.54	15.43	0.40	1.63
LOUISIANA	92.44	7.54	0.00	0.03	71.08	25.51	3.21	0.20
MAINE	98.33	1.61	0.06	0.00	97.35	1.60	1.05	0.00
MARYLAND	88.88	10.93	0.04	0.15	81.59	17.69	0.69	0.03
MASSACHUSETTS	67.43	19.98	11.21	1.39	67.43	19.99	11.21	1.38
MICHIGAN	97.36	0.38	0.00	2.27	71.90	27.87	0.08	0.15
MINNESOTA	96.56	2.81	0.52	0.11	92.07	5.30	2.03	0.60
MISSISSIPPI	96.27	3.28	0.34	0.11	87.18	12.46	0.17	0.22
MISSOURI	91.26	7.69	0.92	0.13	85.35	13.07	0.58	1.00
MONTANA	99.67	0.33	0.00	0.00	70.89	29.07	0.03	0.00
NEBRASKA	99.01	0.99	-	-	75.01	24.99	-	-
NEVADA	99.37	0.63	-	-	90.06	9.94	-	-
NEW HAMPSHIRE	82.72	5.91	3.40	7.96	82.98	11.18	3.13	2.71
NEW JERSEY	85.78	13.97	0.25	-	42.97	53.84	3.19	-
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	99.60	0.31	0.09	-	86.61	12.15	1.23	0.01
NORTH CAROLINA	99.42	0.18	0.40	-	94.68	0.59	4.53	0.20
NORTH DAKOTA	92.22	7.78	0.00	0.00	97.13	2.87	0.00	0.00
OHIO	66.91	32.71	0.26	0.11	70.55	29.03	0.20	0.22
OKLAHOMA	47.15	52.54	-	0.32	33.39	66.23	-	0.39
OREGON	99.97	0.00	0.00	0.03	98.82	0.87	0.00	0.31
PENNSYLVANIA	92.23	7.77	0.00	0.00	37.10	51.39	11.51	0.00
PUERTO RICO	32.76	42.74	17.95	6.55	68.20	16.68	15.06	0.06
RHODE ISLAND	80.95	11.44	7.61	0.00	87.42	11.72	0.86	0.00
SOUTH CAROLINA	99.60	0.40	-	-	93.65	6.33	0.02	-
SOUTH DAKOTA	91.38	8.62	-	-	91.44	8.56	-	-
TENNESSEE	97.57	2.23	0.19	0.01	97.54	2.43	0.03	0.00
TEXAS	97.80	2.08	0.09	0.03	92.48	7.26	0.22	0.03
UTAH	98.22	0.02	1.22	0.54	95.60	1.32	2.78	0.31
VERMONT	100.00	0.00	0.00	0.00	99.25	0.00	0.75	0.00
VIRGINIA	98.75	0.71	0.36	0.18	84.23	13.83	1.78	0.16
WASHINGTON	89.03	10.94	0.03	0.00	63.13	36.78	0.05	0.05
WEST VIRGINIA	98.22	1.65	0.11	0.02	91.21	7.79	0.70	0.30
WISCONSIN	99.81	-	0.19	-	99.79	-	0.21	-
WYOMING	95.83	0.48	3.69	-	88.06	11.51	0.43	-
AMERICAN SAMOA	-	-	-	-	100.00	0.00	0.00	0.00
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	-	-	-	-
TRUST TERRITORIES	65.29	24.79	9.92	0.00	92.40	5.49	2.12	0.00
VIRGIN ISLANDS	100.00	0.00	-	-	100.00	0.00	-	-
BUR. OF INDIAN AFFAIRS	92.76	7.24	-	-	96.22	3.78	-	-
U.S. AND TERRITORIES	91.44	7.72	0.56	0.29	79.48	18.68	1.63	0.21

TABLE D - 2.3 (Continued)

PERCENT OF HANDICAPPED CHILDREN AGED 3-21 YEARS SERVED IN DIFFERENT ENVIRONMENTS*

DURING SCHOOL YEAR 1977-1978

STATE	MENTALLY RETARDED				EMOTIONALLY DISTURBED			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS
ALABAMA	87.25	9.64	2.31	0.80	74.07	10.47	9.78	5.68
ALASKA	53.74	42.42	0.96	2.88	52.64	41.59	1.44	4.33
ARIZONA	30.90	61.42	7.67	-	53.71	34.45	11.83	-
ARKANSAS	41.33	41.44	17.23	-	23.58	59.43	3.46	13.52
CALIFORNIA	2.46	95.69	1.13	0.71	17.93	72.24	7.37	2.46
COLORADO	27.09	63.95	8.93	0.03	55.52	32.27	6.01	6.21
CONNECTICUT	61.40	13.76	23.85	0.99	67.89	19.98	11.02	1.12
DELAWARE	28.67	46.66	22.84	1.83	55.94	35.39	8.16	0.51
DISTRICT OF COLUMBIA	3.94	60.20	35.86	-	15.62	30.10	53.45	0.82
FLORIDA	28.01	45.52	18.28	8.18	54.41	32.35	10.79	2.45
GEORGIA	48.69	49.84	1.02	0.46	87.50	11.48	0.57	0.44
HAWAII	31.32	54.44	14.25	-	31.46	54.93	5.16	8.45
IDAHO	1.36	75.81	22.14	0.68	90.81	2.47	6.71	-
ILLINOIS	39.00	47.35	13.65	0.00	61.81	21.84	16.35	0.00
INDIANA	9.52	90.48	-	-	27.58	72.42	-	-
IOWA	15.28	79.96	3.54	1.22	36.78	47.15	14.78	1.29
KANSAS	8.89	83.55	6.69	0.87	10.38	46.87	38.01	4.73
KENTUCKY	48.85	47.56	0.98	2.60	32.84	37.09	22.91	7.16
LOUISIANA	69.59	17.61	12.44	0.35	43.18	41.87	12.64	2.31
MAINE	61.17	25.63	10.90	2.30	80.59	5.14	7.17	7.10
MARYLAND	23.46	72.91	3.32	0.32	25.64	47.50	17.31	9.55
MASSACHUSETTS	67.43	19.98	11.20	1.38	67.43	19.98	11.21	1.38
MICHIGAN	17.73	75.40	6.19	0.68	45.52	41.96	12.23	0.29
MINNESOTA	47.02	33.71	18.53	0.74	42.02	26.97	27.90	3.11
MISSISSIPPI	50.40	47.36	1.15	1.09	38.81	46.27	5.97	8.96
MISSOURI	29.80	54.97	8.38	6.85	58.26	21.39	8.30	12.05
MONTANA	71.31	26.70	1.99	0.00	72.15	23.42	4.43	0.00
NEBRASKA	61.97	35.13	2.90	-	54.02	35.45	10.53	-
NEVADA	44.10	30.24	22.85	2.82	14.34	23.51	-	62.15
NEW HAMPSHIRE	28.60	44.31	14.70	12.39	57.94	16.49	18.97	6.60
NEW JERSEY	13.25	64.48	3.17	19.11	17.75	58.02	15.06	9.18
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	9.35	82.75	7.76	0.14	14.81	71.93	11.00	2.25
NORTH CAROLINA	71.20	23.67	4.91	0.21	54.13	7.06	7.89	30.93
NORTH DAKOTA	15.20	73.57	7.75	3.48	75.00	22.13	2.05	0.82
OHIO	6.92	16.87	74.71	1.50	6.62	59.22	20.07	14.09
OKLAHOMA	17.20	74.67	7.95	0.18	18.11	58.08	8.38	15.42
OREGON	25.75	57.91	5.69	10.64	69.16	5.83	15.58	9.43
PENNSYLVANIA	0.60	87.92	10.53	0.95	8.23	71.78	19.98	0.00
PUERTO RICO	46.16	42.89	7.77	3.18	15.62	59.84	12.58	11.97
RHODE ISLAND	6.14	84.06	9.75	0.05	9.99	41.09	48.20	0.72
SOUTH CAROLINA	59.82	35.57	4.61	-	55.17	43.25	1.58	-
SOUTH DAKOTA	75.58	7.11	15.15	2.16	91.28	8.72	-	-
TENNESSEE	74.57	20.72	4.59	0.13	73.78	12.30	13.76	0.16
TEXAS	58.38	36.26	4.88	0.48	49.84	22.70	8.69	18.78
UTAH	36.44	38.40	23.78	1.38	91.03	6.59	1.78	0.61
VERMONT	5.48	86.90	7.62	0.00	26.15	0.00	73.85	0.00
VIRGINIA	17.58	72.43	8.77	1.22	26.56	32.77	35.20	5.47
WASHINGTON	19.04	77.72	2.97	0.26	37.77	60.05	1.91	0.27
WEST VIRGINIA	41.37	47.68	9.78	1.17	0.00	88.50	10.62	0.88
WISCONSIN	0.16	90.18	9.66	-	0.50	82.48	17.02	-
WYOMING	35.64	45.90	18.46	-	72.06	13.88	14.06	-
AMERICAN SAMOA	0.00	100.00	0.00	0.00	-	-	-	-
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00	100.00	0.00	0.00
TRUST TERRITORIES	52.46	31.15	16.39	0.00	0.00	91.67	8.33	0.00
VIRGIN ISLANDS	3.25	96.75	-	-	23.33	76.67	-	-
BUR. OF INDIAN AFFAIRS	54.06	17.18	23.97	4.79	83.70	16.30	-	-
U.S. AND TERRITORIES	36.20	52.81	9.35	1.64	43.87	40.53	12.00	3.60

TABLE D - 2.3 (Continued)

PERCENT OF HANDICAPPED CHILDREN AGED 3-21 YEARS SERVED
IN DIFFERENT ENVIRONMENTS

DURING SCHOOL YEAR 1977-1978

STATE	OTHER HEALTH IMPAIRED				ORTHOPEDICALLY IMPAIRED			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS
ALABAMA[1]	-	-	-	-	87.15	12.85	-	-
ALASKA	73.27	18.81	0.50	7.43	38.71	42.58	1.29	17.42
ARIZONA	0.00	0.00	0.00	100.00	68.63	22.22	9.15	-
ARKANSAS	1.78	-	32.38	65.84	57.94	15.48	25.79	0.79
CALIFORNIA	84.36	8.33	0.13	7.17	67.12	29.53	0.05	3.30
COLORADO[2]	-	-	-	-	20.11	44.63	2.87	32.39
CONNECTICUT	33.19	18.07	40.34	8.40	56.49	22.27	17.53	3.71
DELAWARE	4.88	80.49	14.63	-	5.51	5.51	88.14	0.85
DISTRICT OF COLUMBIA	15.73	19.23	12.94	52.10	7.54	68.34	2.01	22.11
FLORIDA[3]	-	-	-	100.00	19.83	45.03	35.14	0.00
GEORGIA	18.38	1.12	0.41	80.09	38.71	36.43	1.46	23.41
HAWAII	-	60.87	39.13	-	-	77.66	10.15	12.18
IDAHO	95.07	1.29	1.64	2.00	85.01	8.01	6.97	-
ILLINOIS	25.50	21.36	53.14	0.00	7.39	7.73	20.44	64.44
INDIANA	-	-	-	-	15.88	84.12	-	-
IOWA	-	-	-	-	21.73	43.82	22.97	11.48
KANSAS	-	-	-	-	12.54	32.01	2.06	53.39
KENTUCKY	33.53	3.29	0.34	62.84	17.85	33.78	1.93	46.44
LOUISIANA	75.15	12.30	2.53	10.02	46.85	37.73	9.71	5.71
MAINE	74.36	3.17	16.74	5.73	29.38	3.55	18.01	49.05
MARYLAND	7.09	1.75	0.04	91.12	8.53	51.04	5.02	35.41
MASSACHUSETTS	67.28	20.04	11.16	1.52	67.42	19.99	11.22	1.38
MICHIGAN	4.77	0.10	0.88	94.26	38.68	57.17	0.32	3.82
MINNESOTA	24.96	2.46	12.84	59.74	45.18	28.99	20.97	4.86
MISSISSIPPI	5.88	2.35	-	91.76	13.53	54.12	4.12	28.24
MISSOURI	72.73	6.69	2.40	18.18	59.28	20.24	6.75	13.73
MONTANA	79.41	20.59	0.00	0.00	76.72	14.66	2.59	6.03
NEBRASKA	-	-	-	100.00	45.32	54.68	-	-
NEVADA	4.39	1.75	93.86	-	4.38	8.13	24.37	63.12
NEW HAMPSHIRE	69.29	6.22	8.30	16.18	36.07	8.85	36.72	18.36
NEW JERSEY	8.41	67.01	0.73	23.85	8.32	54.13	31.84	5.71
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	13.51	71.89	7.97	6.63	13.55	44.36	23.19	18.90
NORTH CAROLINA	5.47	56.76	4.77	33.00	8.14	66.68	18.18	7.00
NORTH DAKOTA	22.83	17.32	3.15	56.69	34.75	29.79	30.50	4.96
OHIO	-	-	-	-	8.76	42.28	3.20	45.76
OKLAHOMA	32.89	22.43	-	44.67	1.29	47.43	5.78	45.50
OREGON	53.89	4.97	0.13	41.02	54.75	8.97	27.89	10.39
PENNSYLVANIA[2]	-	-	-	-	0.92	83.67	15.42	0.00
PUERTO RICO	6.28	19.56	17.66	56.50	5.84	29.18	29.96	35.02
RHODE ISLAND	86.39	4.78	0.00	8.83	96.31	3.69	0.00	0.00
SOUTH CAROLINA	26.42	8.29	9.59	55.70	36.43	63.57	-	-
SOUTH DAKOTA	52.86	7.14	-	-	91.28	8.72	-	-
TENNESSEE	83.07	1.99	2.90	12.05	88.05	9.63	2.18	0.14
TEXAS	87.43	12.05	0.46	0.06	14.48	13.61	5.27	66.64
UTAH	69.16	12.28	6.41	12.15	41.83	18.63	33.46	6.08
VERMONT	47.22	52.78	0.00	0.00	28.57	0.00	71.43	0.00
VIRGINIA	6.47	0.48	83.22	9.83	22.90	19.28	51.43	6.40
WASHINGTON	22.94	47.06	0.20	29.80	23.91	71.35	4.17	0.57
WEST VIRGINIA	37.44	7.31	0.48	54.77	44.57	37.83	12.32	5.28
WISCONSIN	8.43	-	6.81	84.76	95.17	-	4.83	-
WYOMING	33.90	3.39	16.95	45.76	50.57	10.34	39.08	-
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00	100.00	0.00	0.00
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	0.00	100.00	0.00	0.00
TRUST TERRITORIES	33.33	41.67	25.00	0.00	73.53	19.12	7.35	0.00
VIRGIN ISLANDS	0.00	100.00	-	-	0.00	100.00	-	-
BUR. OF INDIAN AFFAIRS	63.64	31.82	-	4.55	82.35	17.65	-	-
U.S. AND TERRITORIES	49.87	27.28	6.71	16.14	37.03	30.21	9.58	23.19

TABLE D - 2.3 (Continued)

PERCENT OF HANDICAPPED CHILDREN AGED 3-21 YEARS SERVED IN DIFFERENT ENVIRONMENTS*

DURING SCHOOL YEAR 1977-1978

STATE	HARD OF HEARING[4]				VISUALLY HANDICAPPED			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS
ALABAMA	85.71	14.29	-	-	56.49	10.05	33.46	-
ALASKA	88.19	10.24	-	1.57	74.24	16.67	1.52	7.58
ARIZONA	-	-	-	-	65.98	1.72	32.30	-
ARKANSAS	13.41	82.38	4.21	-	35.94	2.81	61.25	-
CALIFORNIA	22.00	77.35	0.19	0.45	42.35	56.51	0.36	0.78
COLORADO	53.01	25.28	21.68	-	77.69	6.72	15.59	-
CONNECTICUT	55.94	16.78	24.83	2.45	76.55	17.93	5.17	0.34
DELAWARE	44.44	14.81	33.33	7.41	73.75	16.25	8.75	1.25
DISTRICT OF COLUMBIA	74.63	17.91	7.46	-	40.41	54.11	5.48	-
FLORIDA	-	-	-	-	63.00	19.44	0.00	17.56
GEORGIA	69.43	15.45	2.96	12.15	85.77	6.40	7.44	0.39
HAWAII	33.33	64.81	1.85	-	34.78	63.04	2.17	-
IDAHO	48.00	22.67	29.33	-	30.83	8.27	60.90	-
ILLINOIS	10.43	15.19	74.39	0.00	43.62	18.77	37.61	0.00
INDIANA	-	-	-	-	53.25	6.86	39.89	-
IOWA	53.24	41.33	1.05	4.38	42.80	15.60	38.00	3.60
KANSAS	-	-	-	-	59.85	13.79	25.62	0.74
KENTUCKY	-	-	-	-	48.45	5.67	31.44	14.43
LOUISIANA	67.15	31.90	0.00	0.96	48.86	20.42	29.74	0.98
MAINE	93.78	4.66	1.55	0.00	84.21	3.51	12.28	0.00
MARYLAND	74.08	24.80	0.92	0.20	55.34	17.21	26.43	1.01
MASSACHUSETTS	67.43	19.99	11.21	1.38	67.30	20.01	11.19	1.50
MICHIGAN	-	-	-	-	49.50	46.00	0.33	4.17
MINNESOTA	56.87	22.48	20.65	0.00	61.46	13.33	25.02	0.18
MISSISSIPPI	77.86	17.14	3.57	1.43	70.00	7.69	17.69	4.62
MISSOURI	77.32	15.29	3.61	3.78	81.05	11.32	3.95	3.68
MONTANA	89.83	10.17	0.00	0.00	93.94	6.06	0.00	0.00
NEBRASKA	-	-	-	-	55.56	13.89	30.56	-
NEVADA	98.21	1.79	-	-	79.69	4.69	15.62	-
NEW HAMPSHIRE	82.20	5.08	10.17	2.54	68.03	6.80	5.44	19.73
NEW JERSEY	25.87	72.90	1.22	-	34.21	22.57	5.11	38.11
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	76.31	21.51	2.18	-	72.08	8.71	19.02	0.19
NORTH CAROLINA	73.74	20.60	5.56	0.10	66.98	3.98	29.04	-
NORTH DAKOTA	81.40	14.73	3.88	0.00	67.59	6.48	24.07	1.85
OHIO	-	-	-	-	36.35	40.55	21.78	1.31
OKLAHOMA	26.46	71.96	-	1.59	34.70	25.26	29.16	10.88
OREGON	67.41	14.49	17.51	0.58	69.82	0.00	22.58	7.60
PENNSYLVANIA	52.76	47.24	0.00	0.00	61.95	23.06	14.99	0.00
PUERTO RICO	22.45	46.94	24.49	6.12	39.72	43.97	9.22	7.09
RHODE ISLAND	59.55	31.46	8.99	0.00	66.10	0.00	33.90	0.00
SOUTH CAROLINA	44.38	26.60	29.02	-	75.51	7.19	17.30	-
SOUTH DAKOTA	-	-	-	-	92.86	7.14	-	-
TENNESSEE	89.44	10.56	0.00	0.00	79.50	5.89	14.52	0.08
TEXAS	24.51	4.73	70.24	0.52	67.79	25.08	5.28	1.85
UTAH	97.81	1.70	0.24	0.24	94.41	-	2.80	2.80
VERMONT	100.00	0.00	0.00	0.00	72.37	0.00	27.63	0.00
VIRGINIA	75.26	21.64	2.76	0.34	93.79	1.23	4.70	0.29
WASHINGTON	26.50	72.83	0.67	0.00	56.10	43.17	0.73	0.00
WEST VIRGINIA	82.63	13.35	3.60	0.42	86.06	1.20	7.97	4.78
WISCONSIN	3.99	95.51	0.50	-	7.14	48.76	44.10	-
WYOMING	87.64	3.64	8.73	-	84.08	-	3.48	12.44
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00	100.00	0.00	0.00
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	33.33	66.67	0.00	0.00
TRUST TERRITORIES	81.11	13.33	5.56	0.00	80.72	12.05	7.23	0.00
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	96.23	3.77	-	-	48.48	21.21	27.27	3.03
U.S. AND TERRITORIES	54.00	29.75	14.97	1.27	61.13	19.71	15.30	3.86

TABLE D - 2.3 (Continued)

PERCENT OF HANDICAPPED CHILDREN AGED 3-21 YEARS SERVED IN DIFFERENT ENVIRONMENTS*

DURING SCHOOL YEAR 1977-1978

STATE	DEAF[4]				DEAF/HARD-OF-HEARING[4]			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	PRECENT IN SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS
ALABAMA	-	-	-	-	-	-	-	-
ALASKA	6.54	92.16	-	1.31	-	-	-	-
ARIZONA	-	-	-	-	47.26	6.15	46.59	-
ARKANSAS	3.13	8.26	88.60	-	-	-	-	-
CALIFORNIA	5.70	93.71	0.56	0.03	-	-	-	-
COLORADO	-	-	-	-	-	-	-	-
CONNECTICUT	-	-	-	-	-	-	-	-
DELAWARE	-	-	100.00	-	-	-	-	-
DISTRICT OF COLUMBIA	12.50	-	87.50	-	-	-	-	-
FLORIDA	-	-	-	-	33.11	33.21	0.00	33.67
GEORGIA	47.50	39.23	9.13	4.14	-	-	-	-
HAWAII	-	90.42	3.33	6.25	-	-	-	-
IDAHO	6.87	6.87	86.26	-	-	-	-	-
ILLINOIS	42.41	57.59	-	0.00	-	-	-	-
INDIANA	-	-	-	-	12.14	36.79	51.08	-
IOWA	-	22.38	77.62	-	-	-	-	-
KANSAS	-	-	-	-	25.64	28.11	46.14	0.11
KENTUCKY	-	-	-	-	24.82	13.91	47.43	13.85
LOUISIANA	29.01	19.81	50.23	0.94	-	-	-	-
MAINE	18.50	6.36	70.52	4.62	-	-	-	-
MARYLAND	17.89	80.95	0.39	0.77	-	-	-	-
MASSACHUSETTS	67.41	19.88	11.11	1.60	-	-	-	-
MICHIGAN	-	-	-	-	29.47	68.57	0.57	1.40
MINNESOTA	21.43	8.39	70.19	0.00	-	-	-	-
MISSISSIPPI	-	-	-	-	-	-	-	-
MISSOURI	48.59	20.48	9.64	21.29	-	-	-	-
MONTANA	94.44	5.56	0.00	0.00	-	-	-	-
NEBRASKA	-	-	-	-	34.30	33.58	32.12	-
NEVADA	13.21	63.21	23.58	-	-	-	-	-
NEW HAMPSHIRE	19.38	27.91	44.96	7.75	-	-	-	-
NEW JERSEY	12.55	42.59	4.27	40.59	-	-	-	-
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	12.94	42.89	44.16	-	-	-	-	-
NORTH CAROLINA	-	7.18	92.82	-	-	-	-	-
NORTH DAKOTA	20.33	4.88	66.67	8.13	-	-	-	-
OHIO	-	-	-	-	16.00	62.11	18.19	3.70
OKLAHOMA	6.62	49.47	41.80	2.11	-	-	-	-
OREGON	33.33	10.87	48.70	7.09	-	-	-	-
PENNSYLVANIA	0.00	6.89	93.11	0.00	-	-	-	-
PUERTO RICO	4.38	63.43	28.54	3.64	-	-	-	-
RHODE ISLAND	1.83	0.00	98.17	0.00	-	-	-	-
SOUTH CAROLINA	22.22	77.78	-	-	-	-	-	-
SOUTH DAKOTA	91.18	8.82	-	-	-	-	-	-
TENNESSEE	22.48	13.67	63.85	0.00	-	-	-	-
TEXAS	24.46	4.73	70.25	0.56	-	-	-	-
UTAH	19.23	44.87	6.41	29.49	-	-	-	-
VERMONT	1.19	0.00	98.81	0.00	-	-	-	-
VIRGINIA	16.18	28.95	54.87	0.00	-	-	-	-
WASHINGTON	2.30	95.82	0.63	1.26	-	-	-	-
WEST VIRGINIA	-	-	-	-	-	-	-	-
WISCONSIN	0.23	-	99.77	-	-	-	-	-
WYOMING	11.63	29.07	23.26	36.05	-	-	-	-
AMERICAN SAMOA	0.00	100.00	0.00	0.00	-	-	-	-
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	-	-	-	-
TRUST TERRITORIES	77.97	15.25	6.78	0.00	-	-	-	-
VIRGIN ISLANDS	0.00	100.00	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	23.08	15.38	61.54	-	-	-	-	-
U.S. AND TERRITORIES	17.09	40.13	39.07	3.70	26.35	42.59	22.96	8.10

TABLE D - 2.3 (Continued)

PERCENT OF HANDICAPPED CHILDREN AGED 3-21 YEARS SERVED IN DIFFERENT ENVIRONMENTS*

DURING SCHOOL YEAR 1977-1978

STATE	MULTIHANDICAPPED				DEAF-BLIND			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS
ALABAMA	14.51	70.84	1.95	12.70	16.17	39.50	42.77	1.56
ALASKA	-	-	-	-	-	-	-	-
ARIZONA	-	-	-	-	-	-	-	-
ARKANSAS	-	-	-	-	-	-	-	-
CALIFORNIA	-	-	-	-	-	-	-	-
COLORADO	-	-	-	-	-	-	-	-
CONNECTICUT	-	-	-	-	-	-	-	-
DELAWARE	-	-	-	-	-	-	-	-
DISTRICT OF COLUMBIA	-	-	-	-	-	-	-	-
FLORIDA	-	-	-	-	-	-	-	-
GEORGIA	68.37	15.64	7.69	8.30	-	-	-	-
HAWAII	-	-	-	-	-	-	-	-
IDAHO	-	-	-	-	-	-	-	-
ILLINOIS	-	-	-	-	-	-	-	-
INDIANA	12.55	87.45	-	-	-	-	-	-
IOWA	-	-	-	-	-	-	-	-
KANSAS	-	-	-	-	-	-	-	-
KENTUCKY	-	-	-	-	-	-	-	-
LOUISIANA	-	-	-	-	-	-	-	-
MAINE	-	-	-	-	-	-	-	-
MARYLAND	-	-	-	-	-	-	-	-
MASSACHUSETTS	-	-	-	-	-	-	-	-
MICHIGAN	-	-	-	-	-	-	-	-
MINNESOTA	-	-	-	-	47.40	35.06	14.29	3.25
MISSISSIPPI	-	-	-	-	-	-	-	-
MISSOURI	-	-	-	-	-	-	-	-
MONTANA	-	-	-	-	-	-	-	-
NEBRASKA	-	-	-	-	-	-	-	-
NEVADA	-	-	-	-	-	-	-	-
NEW HAMPSHIRE	-	-	-	-	-	-	-	-
NEW JERSEY	-	-	-	-	-	-	-	-
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	-	-	-	-	-	-	-	-
NORTH CAROLINA	-	-	-	-	-	-	-	-
NORTH DAKOTA	-	-	-	-	-	-	-	-
OHIO[1]	12.25	72.93	7.12	7.70	-	-	-	-
OKLAHOMA	-	-	-	-	-	-	-	-
OREGON	-	-	-	-	-	-	-	-
PENNSYLVANIA	-	-	-	-	-	-	-	-
PUERTO RICO	-	-	-	-	-	-	-	-
RHODE ISLAND	-	-	-	-	-	-	-	-
SOUTH CAROLINA	-	-	-	-	-	-	-	-
SOUTH DAKOTA	-	-	-	-	-	-	-	-
TENNESSEE	-	-	-	-	-	-	-	-
TEXAS	-	-	-	-	-	-	-	-
UTAH	-	-	-	-	-	-	-	-
VERMONT	-	-	-	-	-	-	-	-
VIRGINIA	-	-	-	-	-	-	-	-
WASHINGTON	-	-	-	-	-	-	-	-
WEST VIRGINIA	-	-	-	-	-	-	-	-
WISCONSIN	-	-	-	-	-	-	-	-
WYOMING	-	-	-	-	-	-	-	-
AMERICAN SAMOA	-	-	-	-	-	-	-	-
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00	100.00	0.00	0.00
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	-	-	-	-	-	-	-	-
U.S. AND TERRITORIES	26.15	61.66	3.78	8.40	19.50	39.07	39.69	1.73

Notes to Table D - 2.3

Source: Table 4, State Annual Program Plans for FY 1979. A dash generally indicates that the data were not available to the States.

1. Alabama reported a combined count for health impaired and multihandicapped children. The combined count is shown in the multihandicapped column; a dash is placed in the health impaired column.

2. Colorado and Pennsylvania each reported a combined count for orthopedically impaired and other health impaired children. The counts are shown in the orthopedically impaired column; dashes are placed in the other health impaired column.

3. The number of health impaired children in Florida includes those who are homebound/hospitalized.

4. Eight States combined hard of hearing and deaf. The data for these States do not appear under the separate categories of hard of hearing and deaf.

TABLE D - 3.5

SPECIAL EDUCATION TEACHERS[1] AVAILABLE AND NEEDED BY TYPE OF HANDICAPPING CONDITION OF CHILD SERVED, SCHOOL YEARS 1976-77 TO 1978-79

STATE	ALL CONDITIONS			MENTALLY RETARDED			LEARNING DISABLED		
	TEACHERS AVAILABLE 1976-77	TEACHERS AVAILABLE 1977-78	TEACHERS NEEDED 1978-79	TEACHERS AVAILABLE 1976-77	TEACHERS AVAILABLE 1977-78	TEACHERS NEEDED 1978-79	TEACHERS AVAILABLE 1976-77	TEACHERS AVAILABLE 1977-78	TEACHERS NEEDED 1978-79
ALABAMA	3,259	3,638	5,317	2,475	2,323	2,989	314	463	800
ALASKA	508	542	1,155	112	91	145	279	337	198
ARIZONA	2,888	2,450	2,610	1,026	582	566	1,093	973	1,086
ARKANSAS	1,456	1,697	2,025	814	823	906	239	411	534
CALIFORNIA	13,507	15,720	16,669	3,210	3,443	3,403	4,933	6,722	8,207
COLORADO	3,001	3,050	3,255	860	746	833	1,209	1,268	1,294
CONNECTICUT	3,984	2,662	3,055	1,187	845	920	1,337	1,095	1,205
DELAWARE	838	741	895	213	222	261	320	285	353
DISTRICT OF COLUMBIA	688	712	1,503	275	272	736	132	126	421
FLORIDA	6,602	6,860	10,501	2,761	2,694	5,385	1,509	1,765	1,657
GEORGIA	4,775	4,695	5,668	2,319	2,319	2,402	835	835	-
HAWAII	702	730	647	176	173	192	293	393	308
IDAHO	851	641	690	203	187	198	373	410	424
ILLINOIS	12,679	10,595	26,729	4,104	3,653	6,216	2,863	3,564	7,359
INDIANA	3,583	4,223	10,463	1,987	2,256	3,252	279	536	982
IOWA	2,852	3,106	5,764	1,224	1,435	1,601	1,036	1,117	1,710
KANSAS	1,755	2,038	2,523	790	797	85=	559	682	867
KENTUCKY	3,402	5,582	8,027	1,881	2,436	2,519	635	1,372	1,893
LOUISIANA	3,240	3,641	5,688	1,853	1,739	2,331	764	899	1,384
MAINE	1,040	806	1,775	219	139	426	176	216	35
MARYLAND	4,019	3,652	4,147	1,349	1,207	1,332	1,712	1,774	2,054
MASSACHUSETTS	6,362	6,880	7,180	1,609	1,588	1,657	1,005	1,392	1,454
MICHIGAN	8,403	8,403	9,281	3,362	3,362	3,265	1,259	1,258	2,013
MINNESOTA	4,838	5,463	5,273	1,679	1,508	1,755	1,905	2,272	1,976
MISSISSIPPI	1,971	1,741	2,437	1,295	1,361	1,821	272	329	453
MISSOURI[2]	4,415	4,925	6,356	1,923	2,042	2,131	1,094	1,337	2,471
MONTANA	966	966	743	246	246	1,267	442	442	2,568
NEBRASKA	1,230	1,512	1,585	728	728	756	227	227	255
NEVADA	525	560	619	139	141	143	254	269	292
NEW HAMPSHIRE	1,007	1,007	1,258	181	181	226	181	181	226
NEW JERSEY	5,644	6,250	6,039	1,436	1,612	1,557	1,231	1,372	1,526
NEW MEXICO	-	-	-	-	-	-	-	-	-
NEW YORK	13,696	13,696	14,981	4,195	4,195	4,555	2,398	2,398	3,333
NORTH CAROLINA	4,058	3,868	5,278	3,043	2,375	2,863	419	731	645
NORTH DAKOTA	352	402	430	194	205	208	128	149	157
OHIO	6,702	9,049	10,851	4,070	6,157	6,526	1,636	1,738	2,777
OKLAHOMA	2,173	2,235	2,745	889	991	1,173	834	779	943
OREGON	1,559	1,406	1,566	406	390	442	729	638	652
PENNSYLVANIA	8,887	8,955	18,514	5,162	4,691	5,894	1,397	2,392	4,787
PUERTO RICO	696	701	1,537	506	453	830	31	77	143
RHODE ISLAND	505	569	662	180	178	215	195	286	338
SOUTH CAROLINA	3,559	3,486	3,668	1,928	2,028	2,127	468	525	552
SOUTH DAKOTA	409	290	479	186	183	234	139	25	93
TENNESSEE	4,700	3,908	3,928	1,465	1,577	1,606	1,640	930	916
TEXAS	6,864	13,914	14,014	1,934	4,961	4,996	1,878	4,493	4,493
UTAH	1,102	1,168	1,540	148	290	287	10	311	173
VERMONT	283	386	446	106	189	198	47	89	132
VIRGINIA	3,763	4,775	5,899	1,686	1,853	2,075	966	1,222	611
WASHINGTON[3]	2,132	2,320	2,855	979	930	1,128	517	715	855
WEST VIRGINIA	1,650	1,837	2,654	892	840	1,034	272	294	474
WISCONSIN	4,940	5,335	5,731	1,771	1,772	1,764	1,245	1,425	1,601
WYOMING	444	487	572	138	108	140	228	276	219
AMERICAN SAMOA	20	20	49	8	8	9	2	2	22
GUAM	64	106	124	44	85	95	6	-	2
NORTHERN MARIANAS	-	6	39	-	3	11	-	0	0
TRUST TERRITORIES	53	59	150	9	9	33	4	10	12
VIRGIN ISLANDS	71	76	115	46	46	66	7	6	12
BUR. OF INDIAN AFFAIR	132	263	551	60	90	154	47	95	141
U.S. AND TERRITORIES	179,804	194,802	258,753	71,681	75,755	90,709	44,003	53,933	70,088

TABLE D - 3.5 (Continued)

SPECIAL EDUCATION TEACHERS[1] AVAILABLE AND NEEDED BY TYPE OF HANDICAPPING CONDITION OF CHILD SERVED, SCHOOL YEARS 1976-77 TO 1978-79

STATE	EMOTIONALLY DISTURBED			SPEECH IMPAIRED[4]			OTHER HEALTH IMPAIRED		
	TEACHERS AVAILABLE 1976-77	TEACHERS AVAILABLE 1977-78	TEACHERS NEEDED 1978-79	TEACHERS AVAILABLE 1976-77	TEACHERS AVAILABLE 1977-78	TEACHERS NEEDED 1978-79	TEACHERS AVAILABLE 1976-77	TEACHERS AVAILABLE 1977-78	TEACHERS NEEDED 1978-79
ALABAMA	78	167	496	188	302	502	81	-	288
ALASKA	30	23	369	45	54	83	8	5	33
ARIZONA	440	343	327	0	24	22	1	7	7
ARKANSAS	27	42	103	150	172	225	50	50	19
CALIFORNIA	2,304	2,166	1,986	651	789	636	411	482	378
COLORADO	367	421	481	326	373	365	-	-	-
CONNECTICUT	906	444	514	-	58	84	36	20	11
DELAWARE	171	156	182	52	9	23	1	-	1
DISTRICT OF COLUMBIA	107	209	208	20	5	6	2	17	34
FLORIDA[5]	835	989	1,271	709	757	959	200	141	321
GEORGIA[5]	551	551	813	460	460	630	152	152	175
HAWAII	34	50	40	-	-	10	128	-	-
IDAHO	46	25	39	90	-	-	28	-	-
ILLINOIS	2,572	640	6,769	1,658	1,563	3,666	-	-	-
INDIANA	184	218	2,769	683	719	1,056	102	-	435
IOWA	201	332	1,254	27	7	67	65	67	120
KANSAS	226	322	492	-	-	-	26	74	55
KENTUCKY	165	375	1,312	372	403	530	153	179	148
LOUISIANA	229	276	670	-	291	607	127	44	98
MAINE	26	138	150	1	42	-	-	52	-
MARYLAND	271	183	216	418	245	208	28	9	21
MASSACHUSETTS	1,096	1,114	1,162	1,905	1,950	2,035	128	117	122
MICHIGAN	1,356	1,355	1,530	1,370	1,370	1,427	155	155	133
MINNESOTA[6]	260	278	330	658	845	738	136	301	140
MISSISSIPPI	6	11	27	251	-	45	-	-	-
MISSOURI	491	535	687	654	716	867	0	9	4
MONTANA	49	44	307	198	198	357	1	1	107
NEBRASKA	126	126	129	-	282	292	8	-	8
NEVADA	23	31	53	39	44	52	20	25	25
NEW HAMPSHIRE	172	172	212	161	161	199	131	131	184
NEW JERSEY	950	1,078	1,072	1,251	1,348	1,095	343	388	357
NEW MEXICO	-	-	-	-	-	-	-	-	-
NEW YORK	3,230	3,230	3,140	1,286	1,286	1,229	1,658	1,658	1,613
NORTH CAROLINA	229	298	720	10	49	100	41	34	185
NORTH DAKOTA	16	11	36	0	-	-	0	4	-
OHIO[7]	210	324	444	-	-	-	88	-	-
OKLAHOMA	27	41	73	252	224	329	0	-	10
OREGON	102	141	158	189	151	185	24	11	19
PENNSYLVANIA	1,090	987	5,853	-	-	-	-	-	-
PUERTO RICO	20	28	167	17	23	72	21	13	68
RHODE ISLAND	92	77	75	0	15	25	0	1	-
SOUTH CAROLINA	248	220	233	466	415	434	124	6	8
SOUTH DAKOTA	25	7	26	1	50	70	2	1	8
TENNESSEE	355	141	144	560	507	504	270	106	104
TEXAS	389	582	607	1,624	1,918	1,923	-	559	569
UTAH	49	137	195	0	56	34	54	8	1
VERMONT	26	73	82	0	0	0	5	5	5
VIRGINIA	254	388	575	513	559	735	11	35	1,018
WASHINGTON[3]	365	386	466	-	51	117	5	117	142
WEST VIRGINIA[8]	57	65	197	207	253	400	90	81	104
WISCONSIN	564	705	852	930	1,008	1,066	34	42	52
WYOMING	39	36	99	0	8	-	4	14	9
AMERICAN SAMOA	0	0	0	2	2	6	1	1	1
GUAM	0	1	3	1	2	4	0	-	-
NORTHERN MARIANAS	-	0	1	-	0	5	-	0	1
TRUST TERRITORIES	9	9	24	7	7	25	5	5	11
VIRGIN ISLANDS	4	6	9	4	5	10	0	2	4
BUR. OF INDIAN AFFAIR	10	39	141	6	24	71	-	5	12
U.S. AND TERRITORIES	21,709	20,743	40,290	18,392	19,799	23,928	4,975	5,134	7,142

TABLE D - 3.5 (Continued)

SPECIAL EDUCATION TEACHERS[1] AVAILABLE AND NEEDED BY
TYPE OF HANDICAPPING CONDITION OF CHILD SERVED, SCHOOL YEARS 1976-77 TO 1978-79

	ORTHOPEDICALLY IMPAIRED[6]			HARD OF HEARING			VISUALLY HANDICAPPED		
STATE	TEACHERS AVAILABLE 1976-77	TEACHERS AVAILABLE 1977-78	TEACHERS NEEDED 1978-79	TEACHERS AVAILABLE 1976-77	TEACHERS AVAILABLE 1977-78	TEACHERS NEEDED 1978-79	TEACHERS AVAILABLE 1976-77	TEACHERS AVAILABLE 1977-78	TEACHERS NEEDED 1978-79
ALABAMA	88	30	42	49	37	52	8	23	39
ALASKA	10	8	18	8	7	132	5	4	54
ARIZONA	78	18	24	150	-	-	100	38	38
ARKANSAS	84	84	37	18	38	58	43	45	76
CALIFORNIA	645	672	643	241	379	413	406	454	438
COLORADO	84	58	82	133	104	132	43	48	48
CONNECTICUT	111	25	19	338	822	26	89	66	72
DELAWARE	29	31	33	13	3	3	12	8	10
DISTRICT OF COLUMBIA	21	15	23	3	12	13	92	25	18
FLORIDA	214	161	380	-	-	-	109	132	175
GEORGIA	109	109	134	118	118	172	86	86	114
HAWAII	15	20	18	13	23	19	5	9	10
IDAHO	12	1	2	23	9	13	44	7	9
ILLINOIS	705	401	1,000	198	208	861	189	221	502
INDIANA	53	58	82	-	-	-	77	95	269
IOWA	67	79	118	118	167	184	48	38	118
KANSAS	17	18	54	98	-	-	40	44	59
KENTUCKY	33	23	315	-	-	-	41	106	143
LOUISIANA	63	97	174	32	58	150	56	85	111
MAINE	8	-	12	28	-	47	-	17	15
MARYLAND	68	75	88	85	82	110	52	42	71
MASSACHUSETTS	240	279	291	219	279	291	160	117	128
MICHIGAN	323	323	330	443	443	448	136	136	137
MINNESOTA	87	107	139	71	92	119	42	65	76
MISSISSIPPI	18	14	27	90	20	44	22	6	19
MISSOURI	81	91	99	106	-	188	22	65	44
MONTANA	13	13	121	16	16	59	1	1	43
NEBRASKA	43	43	44	28	-	-	33	33	34
NEVADA	19	19	21	5	5	5	8	8	9
NEW HAMPSHIRE	121	121	151	30	30	38	20	20	26
NEW JERSEY	88	99	99	87	100	100	113	128	117
NEW MEXICO	-	-	-	-	-	-	-	-	-
NEW YORK	154	154	204	419	-	464	356	356	443
NORTH CAROLINA	40	95	140	46	46	245	63	68	150
NORTH DAKOTA	2	-	4	9	11	6	2	12	9
OHIO[7]	200	217	268	381	-	-	119	115	196
OKLAHOMA	35	81	93	106	56	56	30	30	40
OREGON	27	23	29	20	26	36	34	12	25
PENNSYLVANIA	503	302	591	296	303	907	193	177	93
PUERTO RICO	4	15	52	0	-	15	7	15	70
RHODE ISLAND	16	9	8	15	1	1	7	1	-
SOUTH CAROLINA	67	73	78	105	88	93	94	80	91
SOUTH DAKOTA	11	0	14	1	0	1	13	12	19
TENNESSEE	35	437	441	80	70	71	145	70	71
TEXAS	480	-	-	515	-	-	84	103	105
UTAH	8	12	36	2	10	12	1	10	6
VERMONT	5	6	6	15	3	3	81	3	3
VIRGINIA	58	38	59	222	100	135	54	154	180
WASHINGTON	36	27	32	127	79	98	18	15	17
WEST VIRGINIA	43	37	87	30	33	59	33	35	84
WISCONSIN	118	117	123	159	150	153	80	77	81
WYOMING	6	8	15	13	16	60	4	5	3
AMERICAN SAMOA	1	1	2	2	2	4	1	1	2
GUAM	0	-	-	0	1	1	4	3	3
NORTHERN MARIANAS	-	0	4	-	1	4	-	0	2
TRUST TERRITORIES	3	3	7	8	8	14	4	4	12
VIRGIN ISLANDS	2	4	6	0	0	1	2	1	1
BUR. OF INDIAN AFFAIR	3	3	10	2	5	11	1	4	10
U.S. AND TERRITORIES	5,344	4,733	6,926	5,332	4,057	5,922	3,470	3,534	4,734

TABLE D - 3.5 (Continued)

SPECIAL EDUCATION TEACHERS' AVAILABLE AND NEEDED BY
TYPE OF HANDICAPPING CONDITION OF CHILD SERVED, SCHOOL YEARS 1976-77 TO 1978-79

STATE	DEAF			DEAF OR HARD OF HEARING			MULTIHANDICAPPED		
	TEACHERS AVAILABLE 1976-77	TEACHERS AVAILABLE 1977-78	TEACHERS NEEDED 1978-79	TEACHERS AVAILABLE 1976-77	TEACHERS AVAILABLE 1977-78	TEACHERS NEEDED 1978-79	TEACHERS AVAILABLE 1976-77	TEACHERS AVAILABLE 1977-78	TEACHERS NEEDED 1978-79
ALABAMA	-	-	111	-	-	-	-	210	-
ALASKA	14	13	123	-	-	-	-	-	-
ARIZONA	-	-	-	-	51	63	-	-	-
ARKANSAS	53	53	68	-	-	-	-	-	-
CALIFORNIA	706	613	566	-	-	-	-	-	-
COLORADO	-	32	22	-	-	-	-	-	-
CONNECTICUT	-	37	56	-	-	-	-	-	-
DELAWARE	27	23	22	-	-	-	-	-	-
DISTRICT OF COLUMBIA	27	20	44	-	-	-	-	-	-
FLORIDA	265	-	346	-	221	-	-	-	-
GEORGIA	209	209	151	-	-	-	-	-	-
HAWAII	39	39	50	-	-	-	-	25	-
IDAHO	32	2	5	-	-	-	-	-	-
ILLINOIS	390	345	556	-	-	-	-	-	-
INDIANA	218	-	1,618	-	231	-	-	110	-
IOWA	68	81	92	-	-	-	-	-	-
KANSAS	-	-	-	-	102	141	-	-	-
KENTUCKY	123	-	-	-	291	603	-	-	-
LOUISIANA	116	151	163	-	-	-	-	-	-
MAINE	1	-	40	-	25	-	-	-	-
MARYLAND	39	35	41	-	-	-	-	-	-
MASSACHUSETTS	-	39	41	-	-	-	-	-	-
MICHIGAN	-	-	-	-	-	-	-	-	-
MINNESOTA	-	49	-	-	-	-	-	-	-
MISSISSIPPI	17	1	2	-	-	-	-	-	-
MISSOURI	44	-	65	-	136	-	-	-	-
MONTANA	-	-	9	-	-	-	-	-	-
NEBRASKA	37	-	-	-	65	67	-	-	-
NEVADA	18	18	19	-	-	-	-	-	-
NEW HAMPSHIRE	10	10	14	-	-	-	-	-	-
NEW JERSEY	109	125	111	-	-	-	-	-	-
NEW MEXICO	-	-	-	-	-	-	-	-	-
NEW YORK	-	-	-	-	419	-	-	-	-
NORTH CAROLINA	167	172	230	-	-	-	-	-	-
NORTH DAKOTA	0	10	10	-	-	-	-	-	-
OHIO	-	-	-	-	373	471	-	127	169
OKLAHOMA	-	33	38	-	-	-	-	-	-
OREGON	28	14	20	-	-	-	-	-	-
PENNSYLVANIA	246	103	389	-	-	-	-	-	-
PUERTO RICO	90	77	120	-	-	-	-	-	-
RHODE ISLAND	-	1	-	-	-	-	-	-	-
SOUTH CAROLINA	59	52	53	-	-	-	-	-	-
SOUTH DAKOTA	31	12	14	-	-	-	-	-	-
TENNESSEE	150	67	71	-	-	-	-	-	-
TEXAS	-	-	-	-	-	-	-	-	-
UTAH	3	8	25	-	-	-	-	-	-
VERMONT	18	18	18	-	-	-	-	-	-
VIRGINIA	-	169	186	-	-	-	-	-	-
WASHINGTON	-	0	0	-	-	-	-	-	-
WEST VIRGINIA	26	24	40	-	-	175	-	175	-
WISCONSIN	40	39	39	-	-	-	-	-	-
WYOMING	15	15	27	-	-	-	-	-	-
AMERICAN SAMOA	1	1	4	-	-	-	-	-	-
GUAM	9	11	11	-	-	-	-	-	-
NORTHERN MARIANAS	-	2	10	-	-	-	-	-	-
TRUST TERRITORIES	4	4	13	-	-	-	-	-	-
VIRGIN ISLANDS	6	6	7	-	-	-	-	-	-
BUR. OF INDIAN AFFAIR	2	1	2	-	-	-	-	-	-
U.S. AND TERRITORIES	3,457	2,734	5,662	-	1,914	1,520	-	647	169

TABLE D - 3.5 (Continued)

SPECIAL EDUCATION TEACHERS[1] AVAILABLE AND NEEDED BY
TYPE OF HANDICAPPING CONDITION OF CHILD SERVED, SCHOOL YEARS 1976-77 TO 1978-79

	DEAF AND BLIND		
STATE	TEACHERS AVAILABLE 1976-77	TEACHERS AVAILABLE 1977-78	TEACHERS NEEDED 1978-79
ALABAMA	-	83	-
ALASKA	-	-	-
ARIZONA	-	-	-
ARKANSAS	-	-	-
CALIFORNIA	-	-	-
COLORADO	-	-	-
CONNECTICUT	-	-	-
DELAWARE	-	6	7
DISTRICT OF COLUMBIA	-	-	-
FLORIDA	-	-	-
GEORGIA	-	-	-
HAWAII	-	-	-
IDAHO	-	-	-
ILLINOIS	-	-	-
INDIANA	-	-	-
IOWA	-	-	-
KANSAS	-	-	-
KENTUCKY	-	-	-
LOUISIANA	-	-	-
MAINE	-	-	-
MARYLAND	-	-	-
MASSACHUSETTS	-	-	-
MICHIGAN	-	-	-
MINNESOTA	-	-	-
MISSISSIPPI	-	-	-
MISSOURI	-	-	-
MONTANA	-	-	-
NEBRASKA	-	8	-
NEVADA	-	-	-
NEW HAMPSHIRE	-	-	-
NEW JERSEY	-	-	-
NEW MEXICO	-	-	-
NEW YORK	-	-	-
NORTH CAROLINA	-	-	-
NORTH DAKOTA	-	-	-
OHIO	-	-	-
OKLAHOMA	-	-	-
OREGON	-	-	-
PENNSYLVANIA	-	-	-
PUERTO RICO	-	-	-
RHODE ISLAND	-	-	-
SOUTH CAROLINA	-	-	-
SOUTH DAKOTA	-	-	-
TENNESSEE	-	-	-
TEXAS	-	7	7
UTAH	-	-	-
VERMONT	-	-	-
VIRGINIA	-	-	-
WASHINGTON	-	-	-
WEST VIRGINIA	-	-	-
WISCONSIN	-	-	-
WYOMING	-	-	-
AMERICAN SAMOA	-	-	-
GUAM	-	-	-
NORTHERN MARIANAS	-	-	-
TRUST TERRITORIES	-	-	-
VIRGIN ISLANDS	-	-	-
BUR. OF INDIAN AFFAIR	-	-	-
U.S. AND TERRITORIES	-	104	14

Notes to Table D - 3.5

SOURCE: Table 2A for FY 1978 and 2A, 2C for FY 1979 from the State Annual Program Plans for FY 1979. A dash generally indicates that the data were not available to the States.

1. Includes regular, special and itinerant/ consulting teachers. (Pennsylvania and Texas reported home-hospital teachers with special education teachers. Puerto Rico reported vocational educators with special education teachers. Wisconsin included work-study coordinators with its count of special education teachers.) The low-incidence categories (Hard-of-Hearing, Deaf, Deaf or Hard-of-Hearing, Multihandicapped, Visually Handicapped, and Deaf-Blind) are not reported consistently by the States on the CSPD. Some States over the 2 year period used different categories to report the same teachers. For example, in some cases teachers of the Deaf were reported in 1 year in the category "Deaf and Hard-of-Hearing" and the next year reported in the category "Deaf."

2. In Missouri, the count of teachers available to serve the mentally retarded during 1977-78 includes work-study coordinators. The combined count is reported under teachers for the mentally retarded in this table.

3. Washington reported a combined count of teachers available during 1976-77 to serve speech impaired children and learning disabled children. The count is shown in the teachers for the learning disabled column; a dash is placed in the speech impaired column.

4. Sixteen States reported only combined counts for speech pathologists and teachers for the speech impaired. In Illinois, Indiana, Minnesota, Mississippi, Montana and West Virginia, the combined counts were reported under teachers for the speech impaired. Florida, Georgia, Kansas, Missouri, and Tennessee similarly reported a combined count only for teachers available for 1976-77. Ohio and Vermont reported the combined count under speech pathologists as shown in

Table D-3.6. Connecticut, Louisiana and Pennsylvania similarly reported a combined count only for teachers available for 1976-77.

5. Georgia reported a combined count for home-hospital teachers, teachers serving health impaired children and speech pathologists. The combined count is reported under teachers for the health impaired in this table. Florida reported a combined count of home-hospital teachers and teachers available to serve the health impaired during 1976-77.

6. Minnesota reported a combined count for home-hospital teachers and teachers serving other health impaired children available for 1977-78 and needed for 1978-79. The count is reported under teachers for the health impaired in this table.

7. Ohio reported a combined count of teachers available 1977-78 and needed 1978-79 to serve orthopedically impaired children and other health impaired children. The combined count is shown in the orthopedically impaired column; a dash is placed in the other health impaired column.

8. West Virginia reported home-hospital teachers with teachers for the health impaired. The combined count is shown in this table under teachers for the health impaired.

9. Colorado, Illinois, Maine, Mississippi, Pennsylvania and Texas each reported a combined count for teachers serving orthopedically impaired and other health impaired children. The counts are shown in the orthopedically impaired column; dashes are placed in the other health impaired column. In Colorado, orthopedically impaired children also include physically handicapped and multihandicapped children. In Maine, the count is only for teachers available for 1977-78. In Mississippi, Pennsylvania and Texas, the combined count is only for teachers available for 1976-77.

TABLE D - 3.6

SCHOOL STAFF OTHER THAN SPECIAL EDUCATION TEACHERS AVAILABLE AND NEEDED, SCHOOL YEARS 1976-77 TO 1978-79

STATE	ALL STAFF			TEACHER AIDES			PSYCHOLOGISTS/DIAGNOSTIC STAFF		
	AVAILABLE 1976-77	AVAILABLE 1977-78	NEEDED 1978-79	AVAILABLE 1976-77	AVAILABLE 1977-78	NEEDED 1978-79	AVAILABLE 1976-77	AVAILABLE 1977-78	NEEDED 1978-79
ALABAMA	367	828	2,411	180	425	850	63	160	500
ALASKA	330	444	948	205	250	512	28	24	83
ARIZONA	2,158	2,548	3,160	903	1,255	1,480	324	294	370
ARKANSAS	1,569	1,690	2,727	416	420	874	126	160	105
CALIFORNIA	18,459	21,244	23,994	8,230	9,838	12,182	1,547	1,823	1,896
COLORADO	2,511	2,533	2,724	776	816	833	261	264	309
CONNECTICUT[1]	3,054	3,201	4,083	1,272	994	1,442	381	420	501
DELAWARE	384	718	1,120	111	184	426	50	70	118
DISTRICT OF COLUMBIA	956	1,111	1,141	215	206	287	153	100	178
FLORIDA	2,978	3,505	4,033	2,011	2,258	2,895	71	163	106
GEORGIA	2,275	2,275	2,322	656	656	656	440	440	475
HAWAII	241	541	401	69	234	121	71	62	71
IDAHO	729	622	710	376	370	382	157	77	95
ILLINOIS	16,545	16,238	20,147	9,532	11,214	11,214	2,965	1,032	3,395
INDIANA	3,143	3,298	8,603	1,215	1,275	2,466	305	320	1,443
IOWA	2,203	2,683	3,430	865	935	1,550	306	375	345
KANSAS	1,566	1,817	7,587	832	979	1,522	214	234	316
KENTUCKY	3,417	2,283	4,903	395	146	1,343	957	106	503
LOUISIANA	4,430	4,674	5,487	2,604	3,042	3,599	379	157	240
MAINE	3,841	2,502	5,081	1,067	467	1,376	454	709	650
MARYLAND	3,409	3,450	3,855	1,443	1,446	1,692	154	215	247
MASSACHUSETTS	7,695	8,259	9,006	3,294	2,435	2,552	618	814	866
MICHIGAN	7,095	7,095	8,321	4,540	4,540	5,465	648	648	740
MINNESOTA	2,713	3,313	3,272	1,582	1,577	1,725	202	255	250
MISSISSIPPI	1,311	868	1,171	300	336	340	122	46	69
MISSOURI	2,652	3,352	3,340	1,764	1,947	2,325	133	72	138
MONTANA	277	276	689	135	135	313	66	66	96
NEBRASKA	1,030	757	686	375	375	290	142	142	146
NEVADA	274	381	462	170	210	241	40	50	65
NEW HAMPSHIRE	2,985	2,985	3,449	1,183	1,183	1,477	235	235	294
NEW JERSEY	6,210	5,663	5,700	342	353	369	1,619	847	884
NEW MEXICO	-	-	-	-	-	-	-	-	-
NEW YORK	7,882	7,882	9,565	5,251	5,251	5,807	105	105	90
NORTH CAROLINA	3,910	6,010	5,482	1,505	1,741	2,300	290	380	475
NORTH DAKOTA	330	316	444	100	91	150	11	13	20
OHIO	2,576	4,778	5,433	184	1,439	1,499	809	691	907
OKLAHOMA	1,336	1,766	2,467	56	112	300	155	244	343
OREGON	1,126	1,869	2,270	458	769	790	86	162	227
PENNSYLVANIA	6,511	7,630	17,754	4,187	4,620	13,041	184	307	503
PUERTO RICO	242	296	344	55	64	101	37	36	49
RHODE ISLAND[2]	235	739	937	-	186	235	60	71	113
SOUTH CAROLINA	3,050	2,857	3,168	970	755	795	434	314	390
SOUTH DAKOTA	589	710	806	207	207	218	24	24	36
TENNESSEE	2,495	3,259	3,386	1,450	1,350	1,382	125	279	303
TEXAS	3,780	9,312	9,648	1,100	5,940	6,040	650	1,025	1,036
UTAH	823	857	1,440	267	284	525	89	118	180
VERMONT	677	901	1,179	297	382	599	14	41	46
VIRGINIA	3,343	3,578	3,767	1,412	1,981	2,178	398	466	471
WASHINGTON	1,682	2,386	3,351	586	1,123	1,470	263	318	463
WEST VIRGINIA	653	737	1,552	287	319	800	49	95	154
WISCONSIN	2,678	3,162	3,604	1,085	1,237	1,385	609	659	695
WYOMING	620	808	1,072	226	311	297	73	79	276
AMERICAN SAMOA	11	17	30	1	1	4	1	1	4
GUAM	54	85	155	14	39	99	3	8	10
NORTHERN MARIANAS	-	4	18	-	0	4	-	0	2
TRUST TERRITORIES	27	45	72	6	6	18	3	7	6
VIRGIN ISLANDS	44	92	161	13	49	94	9	8	17
BUR. OF INDIAN AFFAIR	182	453	800	101	213	364	19	45	78
U.S. AND TERRITORIES	151,649	171,700	223,868	66,876	78,969	103,290	17,731	15,853	22,386

TABLE D - 3.6 (Continued)

SCHOOL STAFF OTHER THAN SPECIAL EDUCATION TEACHERS
AVAILABLE AND NEEDED, SCHOOL YEARS 1976-77 TO 1978-79

STATE	OTHER NON-INSTRUCTIONAL STAFF			SPEECH PATHOLOGISTS/AUDIOLOGISTS[4]			SUPERVISORS		
	AVAILABLE 1976-77	AVAILABLE 1977-78	NEEDED 1978-79	AVAILABLE 1976-77	AVAILABLE 1977-78	NEEDED 1978-79	AVAILABLE 1976-77	AVAILABLE 1977-78	NEEDED 1978-79
ALABAMA	0	-	40	0	-	8	74	140	250
ALASKA	21	16	22	45	56	93	19	59	66
ARIZONA	70	224	306	375	281	337	259	126	161
ARKANSAS	421	500	504	156	177	235	177	185	189
CALIFORNIA	3,367	3,645	3,762	2,089	2,228	2,549	607	735	755
COLORADO	680	771	719	42	47	48	185	114	191
CONNECTICUT[1]	573	288	334	448	429	512	257	229	253
DELAWARE	21	82	91	2	52	39	10	39	48
DISTRICT OF COLUMBIA	257	452	92	87	93	29	58	59	46
FLORIDA[4]	148	292	162	0	37	0	337	479	373
GEORGIA[4]	731	731	731	-	-	-	144	144	142
HAWAII	8	75	29	43	54	23	2	29	2
IDAHO	43	-	-	20	104	140	51	37	40
ILLINOIS[5]	337	1,005	1,005	20	20	22	388	182	457
INDIANA	81	85	773	2	5	75	93	98	464
IOWA	90	112	150	477	554	631	175	351	220
KANSAS	32	63	5,101	293	313	400	99	99	72
KENTUCKY	186	162	215	69	65	147	165	165	275
LOUISIANA	230	255	209	621	447	419	226	147	111
MAINE	0	23	100	107	281	260	898	97	1,000
MARYLAND	586	527	416	503	600	644	226	127	178
MASSACHUSETTS	1,179	2,458	2,531	903	1,001	1,050	570	511	531
MICHIGAN[6]	261	261	366	0	-	-	430	430	478
MINNESOTA	76	164	85	-	-	-	361	279	400
MISSISSIPPI	427	80	82	20	163	340	40	83	111
MISSOURI	337	870	372	62	59	105	56	174	56
MONTANA	0	-	6	9	9	173	43	43	52
NEBRASKA	97	97	97	282	-	-	90	90	90
NEVADA	6	8	20	24	25	32	3	11	12
NEW HAMPSHIRE	569	569	711	156	156	193	46	46	58
NEW JERSEY	2,144	2,188	2,175	731	762	781	300	310	321
NEW MEXICO	-	-	-	-	-	-	-	-	-
NEW YORK	0	-	1,127	0	-	0	713	713	912
NORTH CAROLINA	540	1,895	620	457	464	567	390	275	400
NORTH DAKOTA	0	-	-	145	149	165	15	32	22
OHIO	200	219	202	937	1,197	1,419	263	401	572
OKLAHOMA	255	264	435	51	18	56	39	41	96
OREGON	82	168	281	119	203	291	70	104	124
PENNSYLVANIA	442	570	1,119	1,214	1,515	1,768	449	495	1,023
PUERTO RICO	30	30	36	5	12	11	27	19	31
RHODE ISLAND[2]	0	66	75	106	155	142	40	43	43
SOUTH CAROLINA	791	869	925	48	52	81	247	180	194
SOUTH DAKOTA	183	183	190	118	109	128	15	117	120
TENNESSEE	200	234	250	50	527	534	160	154	170
TEXAS	925	617	632	40	60	75	640	683	693
UTAH	69	35	109	67	106	207	56	51	64
VERMONT	3	10	14	89	94	123	1	27	32
VIRGINIA	66	194	23	19	13	14	263	260	270
WASHINGTON	361	225	297	329	381	462	143	120	170
WEST VIRGINIA[7]	42	-	241	7	10	10	37	96	96
WISCONSIN	144	138	141	10	15	15	182	171	191
WYOMING	118	91	154	86	134	112	31	43	55
AMERICAN SAMOA	6	6	9	0	0	1	5	5	1
GUAM	2	15	15	6	10	12	3	4	4
NORTHERN MARIANAS	-	1	4	-	0	2	-	0	2
TRUST TERRITORIES	9	9	18	1	1	5	3	3	6
VIRGIN ISLANDS	16	24	21	1	1	1	3	4	6
BUR. OF INDIAN AFFAIR	17	32	95	11	29	55	7	24	35
U.S. AND TERRITORIES	17,479	21,837	28,238	11,502	13,269	15,769	10,161	9,680	12,734

TABLE D - 3.6 (Continued)

SCHOOL STAFF OTHER THAN SPECIAL EDUCATION TEACHERS
AVAILABLE AND NEEDED, SCHOOL YEARS 1976-77 TO 1978-79

STATE	HOME-HOSPITAL TEACHERS			WORK-STUDY COORDINATORS/ VOCATIONAL EDUCATORS			SCHOOL SOCIAL WORKERS		
	AVAILABLE 1976-77	AVAILABLE 1977-78	NEEDED 1978-79	AVAILABLE 1976-77	AVAILABLE 1977-78	NEEDED 1978-79	AVAILABLE 1976-77	AVAILABLE 1977-78	NEEDED 1978-79
ALABAMA	18	45	55	30	30	300	0	26	75
ALASKA	5	20	27	7	12	83	0	3	22
ARIZONA	107	107	117	39	86	99	35	55	94
ARKANSAS	50	25	60	152	153	251	2	-	116
CALIFORNIA	1,093	971	931	477	635	553	88	124	148
COLORADO	89	43	85	158	111	171	245	245	285
CONNECTICUT[1]	26	123	147	67	194	216	-	307	354
DELAWARE	3	53	65	99	108	137	36	36	47
DISTRICT OF COLUMBIA	32	26	36	42	30	82	66	90	50
FLORIDA[4]	-	-	-	240	97	257	10	58	12
GEORGIA[4]	-	-	-	22	22	22	224	224	224
HAWAII	3	2	3	7	8	7	31	41	31
IDAHO	6	6	8	31	10	18	17	17	20
ILLINOIS[5]	2,075	1,654	2,619	238	25	195	756	808	856
INDIANA	1,158	1,208	1,500	202	213	356	28	30	921
IOWA	63	75	105	61	69	142	121	145	200
KANSAS	26	46	55	23	23	25	38	53	83
KENTUCKY	64	65	198	75	89	161	51	26	164
LOUISIANA	75	164	97	92	54	300	69	64	93
MAINE	0	15	100	776	126	940	28	31	30
MARYLAND	254	189	171	120	188	246	36	34	91
MASSACHUSETTS	314	-	-	142	282	394	446	443	462
MICHIGAN[6]	115	115	136	0	-	-	924	925	904
MINNESOTA[8]	-	-	140	140	189	240	260	652	300
MISSISSIPPI	20	17	45	215	97	101	161	27	37
MISSOURI[9]	5	-	5	139	38	152	2	125	5
MONTANA	14	14	12	1	2	19	6	6	5
NEBRASKA	21	21	21	23	23	33	-	9	9
NEVADA	15	16	17	8	32	40	6	8	8
NEW HAMPSHIRE	16	16	20	173	173	217	396	396	213
NEW JERSEY	46	48	50	125	187	229	724	767	765
NEW MEXICO	-	-	-	-	-	-	-	-	-
NEW YORK	282	282	228	874	874	729	38	38	38
NORTH CAROLINA	56	93	80	352	375	550	128	513	155
NORTH DAKOTA	37	7	40	15	10	22	5	8	10
OHIO	0	132	132	148	199	200	0	0	0
OKLAHOMA	636	933	1,000	82	92	103	36	14	40
OREGON	153	119	125	85	131	163	9	40	64
PENNSYLVANIA[10]	-	-	-	35	35	300	-	68	-
PUERTO RICO[11]	0	90	0	54	16	70	19	16	21
RHODE ISLAND[2]	-	54	54	0	13	52	21	26	68
SOUTH CAROLINA	170	84	91	167	260	290	133	134	174
SOUTH DAKOTA	8	8	8	15	15	42	4	4	8
TENNESSEE	210	264	250	205	179	200	50	107	112
TEXAS[10]	-	-	-	170	827	887	-	-	-
UTAH	58	44	90	126	113	134	54	60	74
VERMONT	223	24	21	41	53	60	0	1	9
VIRGINIA	543	154	177	193	131	147	352	269	324
WASHINGTON	0	50	51	0	45	118	0	31	78
WEST VIRGINIA	109	-	-	92	92	107	8	91	91
WISCONSIN[12]	32	28	28	235	370	498	190	191	191
WYOMING	6	8	12	36	73	65	15	32	45
AMERICAN SAMOA	0	0	2	3	3	4	0	0	2
GUAM	2	4	4	1	1	3	2	1	2
NORTHERN MARIANAS	-	1	1	-	0	1	-	0	0
TRUST TERRITORIES	2	2	4	0	0	3	0	14	0
VIRGIN ISLANDS	0	0	2	2	5	14	0	1	5
BUR. OF INDIAN AFFAIR	3	5	5	2	33	55	11	28	40
U.S. AND TERRITORIES	8,243	7,469	9,232	6,857	7,251	10,831	5,881	7,459	8,175

TABLE D - 3.6 (Continued)

SCHOOL STAFF OTHER THAN SPECIAL EDUCATION TEACHERS
AVAILABLE AND NEEDED, SCHOOL YEARS 1976-77 TO 1978-79

STATE	PHYSICAL EDUCATORS			OCCUPATIONAL/ RECREATIONAL THERAPISTS		
	AVAILABLE 1976-77	AVAILABLE 1977-78	NEEDED 1978-79	AVAILABLE 1976-77	AVAILABLE 1977-78	NEEDED 1978-79
ALABAMA	0	-	300	2	2	33
ALASKA	0	2	31	0	2	29
ARIZONA	14	91	121	32	29	74
ARKANSAS	25	25	320	44	45	74
CALIFORNIA	880	1,163	1,109	81	83	110
COLORADO	38	61	39	37	61	44
CONNECTICUT[1]	6	188	217	24	29	57
DELAWARE	34	77	89	18	18	31
DISTRICT OF COLUMBIA	21	14	200	25	41	41
FLORIDA	64	11	70	97	110	158
GEORGIA	17	17	17	41	41	55
HAWAII	-	0	-	7	36	14
IDAHO	10	1	1	18	-	6
ILLINOIS	200	257	336	34	41	48
INDIANA	-	-	360	59	64	245
IOWA	18	25	27	27	41	60
KANSAS	3	3	3	6	6	10
KENTUCKY	1,409	1,409	1,831	46	50	66
LOUISIANA	60	329	377	74	15	42
MAINE	511	749	550	0	4	75
MARYLAND	66	100	110	21	24	62
MASSACHUSETTS[13]	138	149	351	91	168	271
MICHIGAN[8]	0	-	-	177	177	232
MINNESOTA	65	121	85	27	76	47
MISSISSIPPI	-	15	40	6	5	6
MISSOURI	58	5	82	96	123	100
MONTANA	2	-	9	1	1	4
NEBRASKA	-	-	-	-	-	-
NEVADA	1	20	24	1	2	4
NEW HAMPSHIRE	84	84	105	127	127	161
NEW JERSEY	150	170	20	29	31	106
NEW MEXICO	-	-	-	-	-	-
NEW YORK	619	619	632	0	-	2
NORTH CAROLINA	126	140	200	66	154	135
NORTH DAKOTA	1	1	4	1	5	11
OHIO	4	123	123	31	376	379
OKLAHOMA	9	16	25	17	32	69
OREGON	46	137	151	18	36	54
PENNSYLVANIA	-	-	-	-	20	-
PUERTO RICO	9	10	15	6	3	10
RHODE ISLAND[2]	-	104	104	8	21	51
SOUTH CAROLINA	18	139	148	72	70	80
SOUTH DAKOTA	6	20	30	9	23	26
TENNESSEE	15	126	137	30	39	48
TEXAS	55	60	110	200	100	175
UTAH	35	31	41	2	16	17
VERMONT	4	260	260	5	9	12
VIRGINIA	38	62	79	59	49	85
WASHINGTON	0	17	77	0	76	165
WEST VIRGINIA	21	31	31	1	3	23
WISCONSIN	106	205	265	115	148	195
WYOMING	16	19	20	13	19	36
AMERICAN SAMOA	0	0	1	1	1	2
GUAM	1	3	3	0	0	3
NORTHERN MARIANAS	-	2	2	-	0	0
TRUST TERRITORIES	0	-	3	3	3	9
VIRGIN ISLANDS	0	0	0	0	0	1
BUR. OF INDIAN AFFAIR	11	22	47	-	23	28
U.S. AND TERRITORIES	5,014	7,233	9,332	1,905	2,678	3,880

Notes to Table D - 3.6

SOURCE: Table 2A for FY 1978 and 2A, 2C for FY 1979 from the State Annual Program Plans for FY 1979. A dash generally indicates that the data were not available to the States.

1. Connecticut reported a combined count for supervisors, psychologists, school social workers, and occupational therapists available during 1976-77. The count is shown in the supervisors column. The psychologists/diagnostic staff column reflects only diagnostic staff; the occupational therapists/recreational therapists column reflects only recreational therapists; a dash is placed in the school social workers column.

2. Rhode Island reported diagnostic staff under other personnel categories.

3. Sixteen States reported only combined counts of speech pathologists and teachers for the speech impaired. In Illinois, Indiana, Minnesota, Mississippi, Montana and West Virginia, the combined counts were reported under teachers for the speech impaired and are displayed in Table D-3.5. Florida, Georgia, Kansas, Missouri and Tennessee similarly reported a combined count only for teachers available for 1976-77. The speech pathologists/audiologists column for these States reflects only audiologists. Ohio and Vermont reported the combined counts under speech pathologists, which are shown in this table. Connecticut, Louisiana and Pennsylvania similarly reported a combined count only for teachers available for 1976-77.

4. Georgia reported home-hospital teachers and speech pathologists with teachers for the health impaired. The combined count is reported under teachers serving health impaired children in Table D-3.5. Florida similarly reported a combined count of home-hospital teachers and teachers available to serve the health impaired during 1976-77.

5. Illinois reported work-study coordinators with other non-instructional staff; the work-study coordinators/vocational educators column only reflects vocational educators.

6. Michigan reported a combined count for audiologists, vocational educators, physical education teachers, recreational therapists, diagnostic staff and other non-instructional staff. The combined count is shown in the other non-instructional staff column; dashes are placed in the other columns. Speech pathologists and work-study coordinators are included with special education teachers in Table D-3.5.

7. West Virginia reported other non-instructional staff available during 1977-78 with supervisors. The combined count is reported under supervisors; a dash is placed in the non-instructional staff column. Home-hospital teachers were reported with teachers for the health impaired. The combined count is shown in Table D-3.5 under teachers for the health impaired; a dash is placed in the home-hospital teachers column.

8. Minnesota included home-hospital teachers available during 1977-78 with teachers available to serve the health impaired during 1977-78. The combined count is shown in Table D-3.5.

9. Missouri reported work-study coordinators available for 1977-78 with teachers for the mentally retarded. The combined count is shown in Table D-3.5; the work-study coordinators/ vocational educators column only reflects vocational educators.

10. Pennsylvania and Texas reported combined counts for special education teachers and home-hospital teachers. Dashes appear in the home-hospital teachers column. The combined counts are shown in Table D-3.5.

11. Puerto Rico reported a combined count for vocational education teachers and special education teachers. The combined count is reported under special education teachers in Table D-3.5. The work-study coordinators/vocational educators column only reflects work-study coordinators.

12. Wisconsin reported a combined count for special education teachers and work-study coordinators. The count is shown in Table D-3.5; the work-study coordinators/vocational educators column reflects only vocational educators.

13. Massachusetts reported a combined count of physical educators available for 1976-77 and recreational therapists. The occupational therapists/recreational therapists column reflects only occupational therapists available for 1976-77.

TABLE D - 3.7

TRAINING AND DISSEMINATION ACTIVITIES,
THAT WERE PROJECTED BY STATES,

FOR SCHOOL YEAR 1978-79

STATE	PARENTS OF HANDICAPPED CHILDREN/SURROGATES: INDIVIDUAL EDUCATION PROGRAMS	PARENTS OF HANDICAPPED CHILDREN/SURROGATES: PROCEDURAL SAFEGUARDS	PARENTS OF HANDICAPPED CHILDREN/SURROGATES: LEAST RESTRICTIVE ENVIRONMENT	REGULAR CLASS TEACHERS: INDIVIDUAL EDUCATION PROGRAMS	REGULAR CLASS TEACHERS: LEAST RESTRICTIVE ENVIRONMENT	REGULAR CLASS TEACHERS: INSTRUCTIONAL PROCEDURES
ALABAMA	700	700	400	1,000	1,000	250
ALASKA	51	-	-	104	-	-
ARIZONA	335	335	335	509	509	509
ARKANSAS	330	70	60	1,150	910	967
CALIFORNIA	123,862	101,665	122,745	58,651	55,938	45,355
COLORADO	-	150	150	120	-	60
CONNECTICUT	-	-	-	-	50	45
DELAWARE	120	50	50	220	110	238
DISTRICT OF COLUMBIA	-	25	-	1,000	1,000	1,000
FLORIDA	639	15	134	4,122	2,811	2,854
GEORGIA	6,050	3,550	2,550	15,500	13,000	10,000
GUAM	-	-	-	-	-	602
HAWAII	-	-	-	-	300	-
IDAHO	207	207	237	657	627	637
ILLINOIS	100	100	100	2,000	100	-
INDIANA	2,000	2,000	2,000	3,000	3,000	3,000
IOWA	350	350	350	3,000	3,000	3,000
KANSAS	150	-	-	500	-	-
KENTUCKY	181	181	181	1,500	500	1,500
LOUISIANA	20,597	25,545	17,777	15,723	14,560	12,625
MAINE	100	-	-	600	400	200
MARYLAND	7,576	7,576	7,576	8,896	11,148	11,729
MASSACHUSETTS	-	-	-	820	-	-
MICHIGAN	675	675	675	3,145	3,145	-
MINNESOTA	1,000	1,350	1,350	8,827	8,827	8,827
MISSISSIPPI	-	-	-	15	200	200
MISSOURI	11,271	7,027	5,215	9,724	8,563	7,607
MONTANA	50	50	50	500	500	500
NEBRASKA	-	-	-	-	-	-
NEVADA	200	10	-	-	3,000	3,000
NEW HAMPSHIRE	-	-	-	-	-	-
NEW JERSEY	400	400	500	500	1,000	500
NEW MEXICO	-	-	-	-	-	-
NEW YORK	1,050	500	37	4,900	1,000	-
NORTH CAROLINA	2,000	2,000	2,000	4,300	4,300	4,300
NORTH DAKOTA	586	566	526	1,830	1,981	1,186
OHIO	423	423	423	160	-	0
OKLAHOMA	60,020	60,020	60,020	10,000	10,000	10,000
OREGON	258	-	258	2,008	2,068	2,230
PENNSYLVANIA	170,400	170,400	400	3,000	3,000	1,000
PUERTO RICO	-	600	-	-	-	225
RHODE ISLAND	90	90	90	1,723	1,723	1,723
SOUTH CAROLINA	82,010	82,010	82,010	30,000	30,000	-
SOUTH DAKOTA	110	110	110	150	150	75
TENNESSEE	4,819	2,136	3,456	12,500	9,876	11,430
TEXAS	10,100	100	100	25,000	-	15,000
UTAH	6,626	6,631	8,626	4,763	4,623	4,643
VERMONT	5,066	5,066	5,066	1,500	1,500	1,500
VIRGINIA	3,417	5,118	3,841	8,865	6,786	8,461
VIRGIN ISLANDS	63	63	63	1,260	1,260	100
WASHINGTON	5,371	3,123	3,269	8,142	8,251	2,828
WEST VIRGINIA	-	-	-	-	-	-
WISCONSIN	-	-	-	-	500	150
WYOMING	700	700	700	120	120	500
AMERICAN SAMOA	250	250	250	200	200	200
BUR. OF INDIAN AFFAIRS	394	277	394	1,666	1,472	1,194
TRUST TERRITORIES	-	-	-	-	-	1,300
NORTHERN MARIANAS	-	-	-	-	-	-
U.S. AND TERRITORIES	532,697	492,214	334,074	283,870	222,988	183,250

TABLE D - 3.7 (Continued)

TRAINING AND DISSEMINATION ACTIVITIES,
THAT WERE PROJECTED BY STATES,

FOR SCHOOL YEAR 1978-79

STATE	SPECIAL CLASS TEACHERS			ADMINISTRATORS		
	TEACHERS AIDES					
	INDIVIDUAL EDUCATION PROGRAMS	LEAST RESTRICTIVE ENVIRONMENT	INSTRUCTIONAL PROCEDURES	PROCEDURAL SAFEGUARDS	INDIVIDUAL EDUCATION PROGRAMS	LEAST RESTRICTIVE ENVIRONMENT
ALABAMA	1,250	1,000	1,250	-	-	-
ALASKA	-	-	299	-	51	-
ARIZONA	292	292	292	46	46	46
ARKANSAS	88	31	70	59	72	60
CALIFORNIA	14,957	10,264	16,928	6,887	6,106	6,457
COLORADO	500	500	395	275	275	275
CONNECTICUT	-	-	15	10	-	10
DELAWARE	362	44	252	165	187	165
DISTRICT OF COLUMBIA	700	-	700	350	350	350
FLORIDA	2,896	1,333	3,351	111	507	478
GEORGIA	1,850	1,400	1,750	1,250	1,300	425
GUAM	-	-	120	-	-	-
HAWAII	30	100	95	220	-	100
IDAHO	254	249	254	361	361	361
ILLINOIS	2,000	100	350	100	100	100
INDIANA	-	-	500	-	-	-
IOWA	300	300	385	2,800	2,800	2,800
KANSAS	50	-	250	50	50	-
KENTUCKY	550	550	550	-	-	-
LOUISIANA	28,097	32,366	23,003	1,453	1,350	1,405
MAINE	75	25	-	50	-	50
MARYLAND	1,954	1,606	2,028	979	868	959
MASSACHUSETTS	-	-	150	800	-	-
MICHIGAN	575	575	-	450	450	450
MINNESOTA	594	578	374	600	600	600
MISSISSIPPI	55	30	180	100	40	200
MISSOURI	4,882	3,614	4,295	569	654	525
MONTANA[1]	600	600	600	300	300	300
NEBRASKA	-	-	-	-	-	-
NEVADA	150	-	100	120	-	-
NEW HAMPSHIRE	-	-	-	-	-	-
NEW JERSEY	1,234	1,550	300	2,500	2,500	2,500
NEW MEXICO	-	-	-	-	-	-
NEW YORK	5,800	500	2,500	300	1,000	300
NORTH CAROLINA	2,520	2,020	1,120	300	300	300
NORTH DAKOTA	224	172	113	273	224	236
OHIO	869	-	869	617	617	617
OKLAHOMA	1,019	1,019	1,019	1,000	1,000	1,000
OREGON	477	71	96	150	140	146
PENNSYLVANIA	12,000	12,000	-	534	534	378
PUERTO RICO	400	-	40	105	-	-
RHODE ISLAND	883	526	124	88	88	88
SOUTH CAROLINA	3,600	3,600	3,000	250	250	250
SOUTH DAKOTA	120	120	60	100	100	-
TENNESSEE	1,596	1,281	1,840	683	708	615
TEXAS	7,550	-	7,500	7,500	5,000	7,500
UTAH	204	148	552	120	120	119
VERMONT	855	855	724	200	200	200
VIRGINIA[2]	3,546	2,470	3,222	-	-	-
VIRGIN ISLANDS	210	210	210	60	60	60
WASHINGTON	1,678	1,356	1,512	885	773	796
WEST VIRGINIA	275	-	55	-	-	100
WISCONSIN	-	-	330	-	10	-
WYOMING	100	100	120	375	375	375
AMERICAN SAMOA	18	18	18	0	0	0
BUR. OF INDIAN AFFAIRS	637	1,156	497	91	101	172
TRUST TERRITORIES	-	-	90	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-
U.S. AND TERRITORIES	108,876	84,729	84,447	34,236	30,567	24,929

TABLE D - 3.7 (Continued)

TRAINING AND DISSEMINATION ACTIVITIES,
THAT WERE PROJECTED BY STATES,

FOR SCHOOL YEAR 1978-79

STATE	RESOURCE ROOM TEACHERS			VOLUNTEERS		
	INDIVIDUAL EDUCATION PROGRAMS	INSTRUCTIONAL PROCEDURES	IMPLEMENTATION OF P.L. 94-142	PROCEDURAL SAFEGUARDS	INSTRUCTIONAL PROCEDURES	INDIVIDUAL EDUCATION PROGRAMS
ALABAMA	1,000	500	1,000	0	0	0
ALASKA	125	96	-	-	-	-
ARIZONA	-	-	-	407	407	407
ARKANSAS	92	171	132	-	-	-
CALIFORNIA	2,555	2,261	-	11,831	3,051	2,715
COLORADO	200	150	200	-	35	-
CONNECTICUT	-	15	-	-	-	-
DELAWARE	280	303	170	-	-	-
DISTRICT OF COLUMBIA	24	24	24	-	-	-
FLORIDA	2,647	2,531	1,897	-	68	65
GEORGIA	1,500	1,700	1,300	100	200	300
GUAM	-	-	-	-	-	-
HAWAII	20	-	-	-	-	-
IDAHO	124	124	124	13	-	13
ILLINOIS	-	-	-	-	50	-
INDIANA	-	150	150	-	-	-
IOWA	1,100	1,100	1,100	-	-	-
KANSAS	-	-	-	-	-	-
KENTUCKY	650	650	650	-	-	-
LOUISIANA	1,204	1,025	1,362	306	814	868
MAINE	-	-	-	-	-	-
MARYLAND	1,121	1,107	839	172	222	177
MASSACHUSETTS	500	-	-	-	-	-
MICHIGAN	220	-	220	25	-	25
MINNESOTA	65	65	-	-	-	-
MISSISSIPPI	100	100	-	-	-	-
MISSOURI	-	-	-	118	209	179
MONTANA[1]	-	-	-	-	-	-
NEBRASKA	-	-	125	-	-	-
NEVADA	250	-	-	50	-	-
NEW HAMPSHIRE	-	-	-	-	-	-
NEW JERSEY	1,140	721	1,140	-	-	-
NEW MEXICO	-	-	-	-	-	-
NEW YORK	500	750	0	-	-	-
NORTH CAROLINA	150	150	150	-	100	100
NORTH DAKOTA	9	33	-	-	-	-
OHIO	-	-	-	0	93	0
OKLAHOMA	1,115	1,115	1,115	-	3,000	3,000
OREGON	12	64	5	-	-	-
PENNSYLVANIA	-	-	-	-	-	-
PUERTO RICO	130	130	-	35	-	-
RHODE ISLAND	47	47	47	-	-	-
SOUTH CAROLINA	-	-	-	-	100	-
SOUTH DAKOTA	75	10	50	-	-	-
TENNESSEE	1,665	1,565	1,392	60	86	123
TEXAS	-	-	-	-	-	-
UTAH	541	542	570	29	119	29
VERMONT	61	61	61	-	-	-
VIRGINIA	1,437	892	1,349	223	550	253
VIRGIN ISLANDS	18	18	18	10	10	10
WASHINGTON	298	279	279	97	136	152
WEST VIRGINIA	-	-	826	-	-	-
WISCONSIN	-	-	-	-	-	-
WYOMING	25	75	25	-	25	-
AMERICAN SAMOA	5	5	5	0	0	0
BUR. OF INDIAN AFFAIRS	98	92	228	26	24	24
TRUST TERRITORIES	-	30	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-
U.S. AND TERRITORIES	21,103	18,651	16,553	13,502	9,299	8,440

TABLE D - 3.7 (Continued)

TRAINING AND DISSEMINATION ACTIVITIES,
THAT WERE PROJECTED BY STATES,

FOR SCHOOL YEAR 1978-79

STATE	SPEECH PATHOLOGISTS - AUDIOLOGISTS			PHYSICAL EDUCATORS		
	DIAGNOSTIC PROCEDURES	INDIVIDUAL EDUCATION PROGRAMS	INSTRUCTIONAL PROCEDURES	INDIVIDUAL EDUCATION PROGRAMS	INSTRUCTIONAL PROCEDURES	IMPLEMENTATION OF P.L. 94-142
ALABAMA	100	300	100	500	300	0
ALASKA	-	54	-	27	26	-
ARIZONA	4	4	4	15	15	15
ARKANSAS	28	34	28	19	29	12
CALIFORNIA	1,842	1,875	1,376	947	821	-
COLORADO	75	55	55	-	-	45
CONNECTICUT	-	-	-	-	-	-
DELAWARE	63	63	63	55	71	71
DISTRICT OF COLUMBIA	87	81	81	200	200	200
FLORIDA	553	600	965	99	123	117
GEORGIA	145	215	200	200	200	125
GUAM	-	-	-	-	-	-
HAWAII	65	5	10	-	-	-
IDAHO	40	40	40	95	95	95
ILLINOIS	300	-	-	-	-	-
INDIANA	50	-	50	-	-	400
IOWA	207	207	160	-	-	-
KANSAS	135	100	-	-	20	-
KENTUCKY	55	55	30	120	120	120
LOUISIANA	551	629	483	1,035	443	961
MAINE	-	100	100	25	-	-
MARYLAND	423	544	456	247	384	213
MASSACHUSETTS	-	-	-	-	-	-
MICHIGAN	-	125	-	260	-	260
MINNESOTA	-	-	155	250	250	250
MISSISSIPPI	-	-	-	-	-	-
MISSOURI	-	-	-	387	308	392
MONTANA[1]	-	-	-	-	100	100
NEBRASKA	75	-	-	-	-	-
NEVADA	-	34	-	150	150	150
NEW HAMPSHIRE	-	-	-	-	-	-
NEW JERSEY	310	687	731	150	50	150
NEW MEXICO	-	-	-	-	-	-
NEW YORK	100	100	50	500	-	-
NORTH CAROLINA	10	10	10	100	100	100
NORTH DAKOTA	59	84	45	67	13	-
OHIO	-	-	-	0	0	0
OKLAHOMA	250	258	-	1,450	1,450	1,450
OREGON	-	20	-	130	-	160
PENNSYLVANIA	1,250	1,221	1,221	534	800	-
PUERTO RICO	-	-	-	-	-	-
RHODE ISLAND	-	47	-	41	41	41
SOUTH CAROLINA	-	-	-	500	500	500
SOUTH DAKOTA	50	76	20	50	20	50
TENNESSEE	317	375	296	275	187	230
TEXAS	50	550	-	100	-	-
UTAH	84	54	91	1	3	1
VERMONT	45	123	45	25	25	25
VIRGINIA	365	464	366	573	754	998
VIRGIN ISLANDS	5	5	5	20	20	20
WASHINGTON	297	178	108	80	46	96
WEST VIRGINIA	-	55	55	-	-	-
WISCONSIN	-	-	-	-	-	-
WYOMING	-	-	-	35	-	35
AMERICAN SAMOA	0	1	0	0	0	0
BUR. OF INDIAN AFFAIRS	18	21	17	54	54	54
TRUST TERRITORIES	-	-	1	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-
U.S. AND TERRITORIES	8,008	9,449	7,417	9,316	7,718	7,434

TABLE D - 3.7 (Continued)

TRAINING AND DISSEMINATION ACTIVITIES.
THAT WERE PROJECTED BY STATES.

FOR SCHOOL YEAR 1978-79

STATE	PSYCHOLOGISTS/DIAGNOSTIC STAFF: DIAGNOSTIC PROCEDURES	PSYCHOLOGISTS/DIAGNOSTIC STAFF: INDIVIDUAL EDUCATION PROGRAMS	PSYCHOLOGISTS/DIAGNOSTIC STAFF: NON-DISCRIMINATORY TESTING	SUPERVISORS: LEAST RESTRICTIVE ENVIRONMENT	SUPERVISORS: INDIVIDUAL EDUCATION PROGRAMS	SUPERVISORS: IMPLEMENTATION OF P.L. 94-142
ALABAMA	200	200	200	0	0	100
ALASKA	-	-	21	-	59	-
ARIZONA	19	19	19	-	-	-
ARKANSAS	9	6	5	17	15	17
CALIFORNIA	1,684	1,571	-	474	465	-
COLORADO	45	-	45	50	50	50
CONNECTICUT	20	-	-	-	-	-
DELAWARE	50	58	58	77	33	55
DISTRICT OF COLUMBIA	153	-	153	46	46	46
FLORIDA	240	179	156	389	468	507
GEORGIA	60	60	60	1,200	125	125
GUAM	15	-	-	-	-	-
HAWAII	40	10	50	10	10	-
IDAHO	39	39	39	55	55	55
ILLINOIS	100	-	150	-	100	-
INDIANA	75	-	100	-	-	-
IOWA	261	210	210	351	351	351
KANSAS	20	50	80	-	10	-
KENTUCKY	65	65	65	-	-	181
LOUISIANA	180	142	144	426	435	454
MAINE	-	-	30	-	20	50
MARYLAND	168	194	148	464	415	477
MASSACHUSETTS	-	-	-	-	440	-
MICHIGAN	-	125	125	300	300	300
MINNESOTA	50	50	50	250	250	250
MISSISSIPPI	-	-	-	-	-	-
MISSOURI	335	307	311	119	136	135
MONTANA	80	80	80	40	40	40
NEBRASKA	125	-	-	-	-	60
NEVADA	-	50	-	-	-	-
NEW HAMPSHIRE	-	-	-	-	-	-
NEW JERSEY	752	651	752	200	200	200
NEW MEXICO	-	-	-	-	-	-
NEW YORK	-	50	375	-	-	-
NORTH CAROLINA	200	200	200	145	145	145
NORTH DAKOTA	15	16	13	-	-	-
OHIO	820	820	820	295	295	295
OKLAHOMA	400	400	400	41	41	41
OREGON	110	4	100	117	116	110
PENNSYLVANIA	186	186	186	407	407	407
PUERTO RICO	38	-	38	-	-	-
RHODE ISLAND	60	60	51	-	-	23
SOUTH CAROLINA	442	442	442	100	100	100
SOUTH DAKOTA	5	5	-	5	5	5
TENNESSEE	145	97	99	171	198	202
TEXAS	800	800	800	750	750	-
UTAH	98	44	63	31	32	32
VERMONT	-	-	-	67	67	67
VIRGINIA[2]	221	272	211	1,566	2,066	2,704
VIRGIN ISLANDS	18	18	18	7	7	7
WASHINGTON	182	180	168	26	24	26
WEST VIRGINIA	95	-	25	-	-	-
WISCONSIN	-	-	-	-	-	-
WYOMING	20	32	32	24	24	24
AMERICAN SAMOA	3	3	3	3	3	3
BUR. OF INDIAN AFFAIRS	32	20	20	204	66	82
TRUST TERRITORIES	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-
U.S. AND TERRITORIES	8,675	7,715	7,115	8,427	8,369	7,726

TABLE D - 3.7 (Continued)

TRAINING AND DISSEMINATION ACTIVITIES,
THAT WERE PROJECTED BY STATES,

FOR SCHOOL YEAR 1978-79

STATE	+-OTHER NON-INSTRUCTIONAL STAFF-+			+--------VOCATIONAL EDUCATORS--------+		
	INDIVIDUAL EDUCATION PROGRAMS	PROCEDURAL SAFEGUARDS	LEAST RESTRICTIVE ENVIRONMENT	INDIVIDUAL EDUCATION PROGRAMS	INSTRUCTIONAL PROCEDURES	LEAST RESTRICTIVE ENVIRONMENT
ALABAMA	-	-	-	50	50	0
ALASKA	-	-	16	-	-	-
ARIZONA	-	-	-	-	-	-
ARKANSAS	6	15	4	7	11	4
CALIFORNIA	3,434	3,829	2,896	626	618	497
COLORADO	-	-	-	-	-	-
CONNECTICUT	-	-	-	-	35	-
DELAWARE	-	55	-	28	28	-
DISTRICT OF COLUMBIA	-	-	-	102	-	-
FLORIDA	45	-	25	146	180	111
GEORGIA	525	300	-	275	250	225
GUAM	-	-	-	-	-	-
HAWAII	-	-	-	-	-	-
IDAHO	-	-	-	31	111	31
ILLINOIS	150	-	150	-	40	-
INDIANA	-	-	-	-	25	-
IOWA	-	100	-	26	26	26
KANSAS	50	-	-	-	25	-
KENTUCKY	-	-	-	-	-	-
LOUISIANA	679	772	304	390	320	362
MAINE	-	-	-	-	-	-
MARYLAND	54	57	22	708	738	678
MASSACHUSETTS	-	-	-	-	-	-
MICHIGAN	130	130	130	50	-	50
MINNESOTA	-	-	-	90	-	90
MISSISSIPPI	-	-	-	-	-	-
MISSOURI	-	-	-	478	539	445
MONTANA	-	-	-	-	-	-
NEBRASKA	-	-	-	-	-	-
NEVADA	-	-	-	150	150	150
NEW HAMPSHIRE	-	-	-	-	-	-
NEW JERSEY	70	-	70	62	50	62
NEW MEXICO	-	-	-	-	-	-
NEW YORK	-	-	-	500	-	-
NORTH CAROLINA	-	-	-	40	40	40
NORTH DAKOTA	-	-	-	6	17	6
OHIO	-	-	-	0	0	-
OKLAHOMA	264	-	-	91	91	91
OREGON	82	-	88	30	-	30
PENNSYLVANIA	59	59	30	600	600	600
PUERTO RICO	-	-	-	-	-	-
RHODE ISLAND	-	-	-	-	50	50
SOUTH CAROLINA	70	70	70	53	53	53
SOUTH DAKOTA	-	-	-	5	5	-
TENNESSEE	20	29	21	296	357	322
TEXAS	445	-	-	300	-	-
UTAH	231	231	231	7	7	7
VERMONT	-	-	-	44	44	44
VIRGINIA	205	182	152	799	981	718
VIRGIN ISLANDS	20	20	20	20	20	20
WASHINGTON	67	50	46	116	34	110
WEST VIRGINIA	-	-	-	-	-	-
WISCONSIN	40	-	-	-	10	-
WYOMING	-	-	-	-	-	-
AMERICAN SAMOA	1	1	1	3	3	3
BUR. OF INDIAN AFFAIRS	108	148	148	9	4	8
TRUST TERRITORIES	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-
U.S. AND TERRITORIES	6,755	6,048	4,424	6,138	5,512	4,833

Notes to Table D - 3.7

Source: Table 5, State Annual Program Plans for FY 79. A dash generally indicates that the data were not available to the States.

1. Montana reported a combined count for special class teachers, resource room teachers, itinerant/consulting teachers, recreational therapists, speech pathologists, audiologists, school social workers and volunteers. The combined count is reported under special class teachers. Dashes appear in the other columns.

2. Virginia reported a combined count for administrators and supervisors. The combined count is reported under supervisors; a dash is placed in the administrators column.